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ABSTRACT

The report provides an annual report and financial review for 1994 of the Bernard van Leer Foundation, a private institution that was created for broad humanitarian purposes in 1949, and shows the varied aspects of the foundation's activities in the project field. In addition, it includes a number of feature articles which highlight specific aspects in the year. Feature articles in this report are: "Why Children Matter"; "Training as Empowerment"; "Early Childhood in Africa"; "Reaching Rural Families"; "The Environment of the Indian Child"; "Materials from Projects"; and "What is a Project?". Descriptions of major projects supported by the foundation as of January 1, 1995 are presented by country and include brief details of target groups, location of activities, major objectives, and main strategies. Project activities are also covered in some of the feature articles. An explanation of the foundation, a list of the publications and videos produced by the foundation, and the names of members of the board of trustees and of the staff are also included. (AP)

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Why children matter

Training as empowerment

Early childhood in Africa

Annual Review 1994

Reaching rural families

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The environment of the Indian child

Annual and financial reports

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Bernard van Leer Foundation

Annual Review 1994

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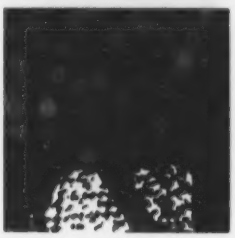
ABOUT THIS PUBLICATION

The aim of the Annual Review is to show the varied aspects of the Foundation's activities as well as the richness of the work that is undertaken in the field by the projects that the Foundation supports. In addition to an annual report and financial report for 1994, this Annual Review includes a number of feature articles that highlight specific aspects of the Foundation's work. Different areas of interest will be covered each year. The feature articles in this Annual Review are on why children matter, training, early childhood in Africa, running programmes and the environment of the child. Descriptions of major projects being supported by the Foundation at the end of 1994 are presented under countries and include brief details of target groups, location of activities, major objectives and main strategies. Project activities are also covered in some of the feature articles, most notably in an attempt to describe 'what is a project'. Also included are an explanation of what the Bernard van Leer Foundation is, a list of the publications and videos produced by the Foundation, and the names of members of the Board of Trustees and of the staff.



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France • Germany • Greece • Guatemala • India
Ireland • Israel • Italy • Jamaica • Japan • Kenya
Lesotho • Malaysia • Mexico • Morocco
Mozambique • Namibia • Netherlands • Netherlands
Antilles • New Zealand • Nicaragua • Nigeria
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ANNUAL REPORT 1994

An organisation such as the Bernard van Leer Foundation can never remain static. If we are to carry out our mandate we must continually adjust, modify and fine tune what we are doing and how we are doing it. This is a dynamic process in which it is often difficult to pinpoint a specific moment when a change took place. Thus, what are reported here as developments in 1994 largely represent a segment of a continuum that began many years ago, and will continue for many more.

The processes of change are dictated, for us, primarily by the needs of children; their families, their communities, and the overall context in which they are living. Thus in working with them, there are no universal models that apply in all countries or regions. The Foundation's ability to respond to these needs continues, however, to be limited: in 1994 the amount of money available for grant making remained roughly the same while, at the end of the year, there were 55 countries eligible for field support.

These circumstances have led to difficult choices for 1994 and for a couple of years to come. The historically low amount of money available for the support of field projects has meant that we have not entered a number of countries that became newly eligible. It has also resulted in a careful appraisal of field support, resulting often in different types of support – such as for capacity building and enhanced networking – as well as a more intensified search for joint ventures with like-minded partners at the international level.

Working with other organisations

Joint ventures can be a matter of using the money of an international partner organisation to top up the Foundation's funds, or of jointly funding and monitoring a project. It can also mean acting as broker: identifying money that a project can use to further develop and sustain its work. During 1994 the Foundation has co-funded projects with the European Union in Jamaica and Trinidad, with UNICEF in Namibia, with Save the Children (USA) in Mozambique, with the International Youth Foundation in Mexico, and with the Aga Khan Foundation in India.

Our contacts with bilateral and international organisations are not confined solely to money matters. A major part of our work is concerned with disseminating experiences and advocating ways to meet the needs of young children. We have continued our participation in the follow-up activities of Education For All (EFA) and continued our support for the work of the International and the European Forums for Child Welfare (IFCW and EFCW). We look forward to cooperating

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with the newly-formed Asia-Pacific Forum for Child Welfare, a regional grouping of IFCW based in Madras to which a number of our project partners are affiliated.

At another level, I had the opportunity to make a presentation on the Foundation to the Secretary-General of the United Nations, Boutros Boutros-Ghali, when he visited The Hague in January 1994. During 1993 the Foundation had been consulted by the World Bank during its investigations to formulate a policy for early childhood. The resulting position paper, *Integrated Early Child Development – Challenges and Opportunities*, published by the Bank in 1994, stresses the need to draw on the experiences of bilateral and non-governmental organisations such as the Bernard van Leer Foundation. We are pleased to note this growing awareness in the World Bank of the pivotal role of early childhood in development programmes in general.

Advocacy documents

Two advocacy documents were published during the year on which we have been working for some time. *Why Children Matter*, published in English and Spanish, makes the case for attending to the needs of young children and their families in a wide spectrum of programmes. Some extracts from *Why Children Matter* are contained in the article on page 8.

The second advocacy document is focused on Africa. *Building on people's strengths: early childhood in Africa* is based on the experiences of our project partners in Africa over a number of years, on the needs of young children, and the need to build on what exists. This publication arises out of a seminar the Foundation organised in late 1991 but, rather than issuing a report shortly afterwards, we took the time to analyse what had been said by the participants from 11 sub-Saharan countries. We then combined that analysis with results of research, with illustrative examples, and with suggestions for policy makers, decision makers, programme planners and our colleagues in foundations and funding agencies. The publication was launched in Geneva in October during a series of international meetings on education.

Publications and resources

Other publications issued during the year included *The environment of the child* by Terezinha Nunes (in English and Spanish), a thought-provoking essay which has been the starting point for a wide-ranging investigation (see below). *Introducing Evaluation*, published in English in 1992, proved so popular that Spanish and Portuguese versions were prepared and published in 1994. The annual *Boletín Informativo* was published in March, and the training pack, *Enhancing the skills of early childhood trainers*, was completed.

As in previous years, four issues of the *Newsletter* were published, each covering a specific theme. In 1994 these themes were: Advocacy, Children 0-3, Mobility and young children, Targetting teenagers. The July issue was the 75th to be published and in the summer we sent a questionnaire to our readers to find out more about who they are and what they do, and also their views on what the *Newsletter* should contain. The response rate was around one-third and a high level of confidence and satisfaction was expressed. The results will help us to ensure that we continue to meet the needs of our readers in the future.

There is a constant, and growing, demand for the Foundation's products and services. Our Documentation Centre receives, catalogues and collates several hundred new documents every year and is able to send out packages of relevant literature at the request of organisations and projects, as well as providing advice and information to visitors. Similarly with the Foundation's publications, for which some 1,100 separate requests were made during the year.

The Foundation's field-based programme

The Foundation's field-based programme has been characterised by a number of general elements in 1994. These include an increase in country programme statements which help us to understand who is active in ECD in a particular setting, what the needs are, and what the possibilities might be. On networking, we are encouraging a more theme-based orientation that involves all interested parties rather than only including Foundation-supported projects. Thus we have encouraged and supported participation by Foundation-supported projects in existing networks, whether national or international, and we have helped to stimulate the establishment of new networks where they can play important roles in exchanging and disseminating experiences as well as in advocacy. The final element is a further development of flexible grant making, particularly with the strategic use of Planning grants and Small Programme Funds, described further on page 22.

We are also aware of the effects of our style of working on the civil society – the way we support and monitor projects; suggestions concerning representation and participation;

requirements for documentation, evaluation, communication – all of which amount to 'learning by doing'. While this may be particularly marked in countries newly building democratic institutions, such as South Africa and Poland, the implications are more widespread.

Following research, discussions and workshops in several countries, reviews of four programmes were commissioned in 1993 as part of an international study on the environment of the child. During 1994 all four reviews – in France, India, Kenya and Venezuela – were completed and initial results were discussed at workshops in the countries concerned with participants who included practitioners, researchers, NGOs and governments. The article on page 16 describes some of the findings from the programme review in India.

Work in the regions

The field-based programme is coordinated by four regional desks, each of which determines certain themes and approaches to guide its work. In sub-Saharan Africa the approach – described in some detail on page 12 – is one of building on what exists rather than attempting to invent new structures.

In the Americas region (incorporating North, Central and South America and the Caribbean) themes include a concentration on indigenous people, on refugees – both displaced and returning – on teenage parenting, and on training at the institutional level. Overall, the emphasis is on the quality of programmes and on networking.

Networking support included a regional workshop on 'Childcare and education programmes' organised in Guatemala by SODIFAG (Society for the integrated development of the Guatemalan family). The 25 participants from six countries agreed to cooperate to look at ways of influencing policy. The Foundation also supported the planning and implementation of the second Latin American symposium on Early Childhood Development, held in December in Peru with participation from 23 countries. The symposium provided an opportunity for representatives of both governments and NGOs to meet on neutral ground and explore ways of working together.

An unusual project development occurred in Mexico, both in terms of content and of working with a new international partner. The *Seminario de Evaluación* is partly funded by the International Youth Foundation and focuses on building evaluation capacity in NGOs (see page 42). Partnership with IYF enables both foundations to jointly target organisations that are working with youth and with young children.

In the Asia/Pacific region two main themes for field support have emerged. One is work with indigenous and tribal people, the other is building up the capacities of NGOs.

We have supported regional initiatives during the year, particularly the newly-formed Asia-Pacific Forum for Child Welfare referred to above, and I was invited to give the keynote address to the regional conference held in Chengde, China in August on improving the educational environment for rural children. In India, our project partner, the FORCES network, is to be congratulated on its advocacy which has resulted in the establishment of a National Creche Fund.

Much of the emphasis in the Europe/Mediterranean region is on networking, both to cooperate with existing networks and to support the establishment or consolidation of newer ones. Networking has been particularly marked among the Arabic-speaking peoples around the Mediterranean. Our project partners in Morocco have organised several events to which participants from other countries have been invited, while we have been pleased to support the Arab Resource Collective, based in Cyprus, in the organisation of two workshops: 'Rights of the child in Arab countries', and 'Partnership for better childhood'.

Other events that have been supported in 1994 included conferences of the European Network for School Aged Care, and the Rights of the Child in Southern Europe. Our project partner *Relais Enfants-Parents* in France has succeeded in establishing the first ever international steering group for a network of agencies interested in the needs of the children of imprisoned parents: a meeting in November included people from eight countries.

During the year, explorations began in Poland, the first country in Central/Eastern Europe where we are proposing to support projects. Discussions with the Polish Child and Youth Foundation are expected to result in a new project during 1995.

Awards

Awards have played their part in the Foundation's year. In Australia, two mothers who have worked for many years with the Caravan Children Project received an award from the Premier of New South Wales; while in Colombia, the Foundation-supported FESCO (Foundation for child development with community support) received a prize from *la Caja de compensación Familiar* (Compensatory fund for families). In November the Foundation decided to institute its own award in honour of the 80th birthday of the son of the founder. The Oscar van Leer Award is to be given annually to

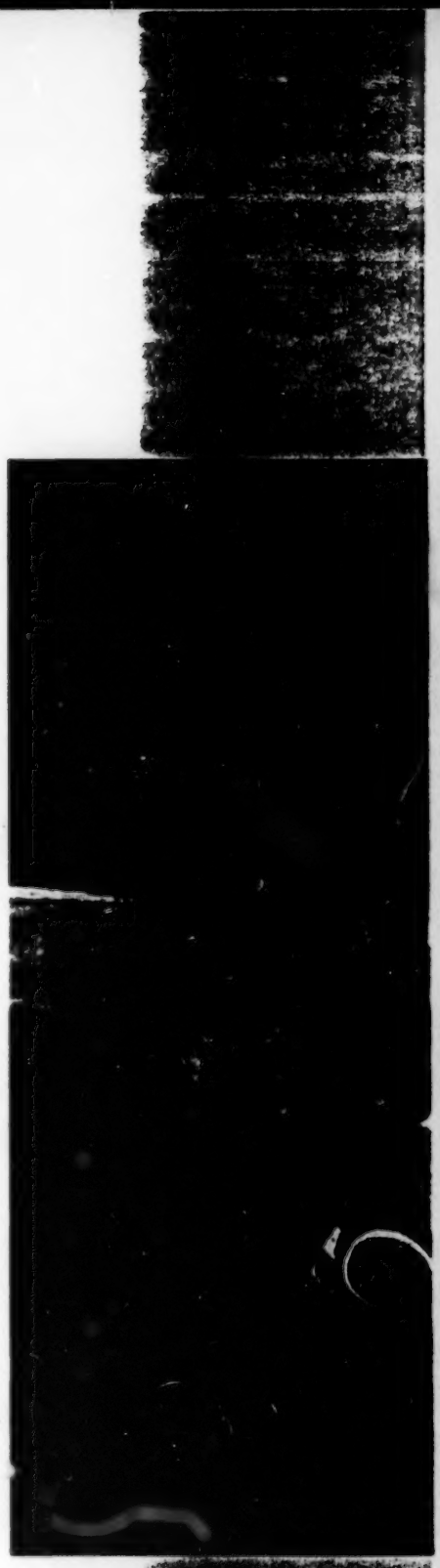
a project for excellence in enabling parents and communities to help young children realise their innate potential. The first award was made to a Dutch organisation supported by the Foundation many years ago, the *Landelijk Stichting Onderwijs voor Varende Kleuters* (the National Foundation for the Education of Bargee Toddlers).

But the most prestigious award that has ever been granted to an organisation supported by the Foundation was awarded in December to SERVOL (Service Volunteered for All) which is based in Trinidad and Tobago. The Right Livelihood Awards are often referred to as the alternative Nobel Prizes. They are conferred to honour and support those offering practical and exemplary answers to the most urgent challenges facing us today. The Right Livelihood Award jury selected SERVOL (a joint winner of the 1994 Award with two other organisations) 'for showing the crucial importance of spiritual values, cooperation and family responsibility, in addition to practical skills and achievements, in building a civilised society'.

I offer my personal congratulations to Father Gerard Pantin, founder, first executive director and now chairman of SERVOL, for the honour granted to him and his colleagues; to the winners of the other awards mentioned above; and to all those whose work may be unacknowledged outside their own localities, but without whom the worlds of many young children would be less hopeful.

In conclusion, I have to say that this has not been an easy year for the Foundation nor for the organisations that we work with. Global economic prospects continue to look gloomy in many regions, with the consequent poor prospects for development programmes in general. Yet the evidence is that there is an increasing urgency to act to improve opportunities for young children. More evidence mounts daily about the tragic consequences of not providing adequate care and attention to children. Equally, there has never before been a time when so much is known about what children need to be able to develop successfully and when so much experience demonstrates that investing in early childhood care and development is effective for today and for the future.

Rien van Gendt
Executive Director



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WHY CHILDREN MATTER

Children are at their most vulnerable when they are very young. The first few years of life are the time that infants most need our love, our care and our attention. These are also the years when we can influence them most – and if we do not give them the attention they need, they will fail to flourish and will have problems in later years.

During the first two years of life, the growth of the brain is unmatched by any other developments that occur during the entire lifespan. Within the first three years, infants learn the basics of human behaviour. By the age of three, a child's character and personality are formed – not yet immutably, but almost so. Many of the social and moral values that will guide them through the rest of their lives have been transmitted.

Today's changing world has led to pressures that affect children's development. Increased urbanisation, changing patterns of employment, and mass migration of peoples within and across national borders have all led to profound social changes in most countries. Traditional family structures are breaking down as a result, often leaving women as the head of households with a dual responsibility: having to bring up their children without much support, and having to earn the money to provide for basic necessities. All of this is set against a backdrop of global economic recession that places an additional burden on parents and children already coping with disadvantage.

Parents and communities

The primary responsibility for children's development lies with their parents and immediate family members. Parents are a child's first educators, first care givers. Therefore any activities that aim to enhance early childhood care and development must start by supporting parents and building upon the efforts they make with their children.

Communities form part of the larger environment that the child grows into, influencing the developmental outcomes. The role of communities is illustrated by three inter-related subsystems. The first of these, the micro-system, is the closest to the child during the early years, and is best represented by the home and the role of parents. As children grow older, they begin to interact more with other adults and to socialise with their peers and they enter the meso-system, formed by the child's neighbourhood, the day care centre, the school. The third sub-system is the exo-system, formed by broader institutions in which the child does not participate directly, such as the church, the government and the mass media. All

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three sub-systems exist within the macro-system which organises and gives a sense of direction to all of them. The best example of a macro-system is the ideology upon which a given culture grounds its own identity.

Comprehensive ECD interventions

It is essential that children should be considered in their own right, not just in terms of benefits to society. This means being concerned with their overall development: thus short-term outcomes are as important as long-term outcomes. While ECD interventions may lay the foundation for later success in school, it is important that they also offer a comprehensive approach to children's development. They need to address not only children's cognitive development, but also their social behaviours and values, and their health and nutrition. The beneficial effect on school performance is the easiest to measure, but it is only one outcome. Better social skills, greater competence, and a tendency to interact with others all lead to attitudes and behaviours that will make an important contribution to society in later life.

Results of successful holistic programmes that have addressed children as part of their environment are seen in terms of well-adjusted human beings who are self-confident and are motivated to learn and become full participants in their societies.

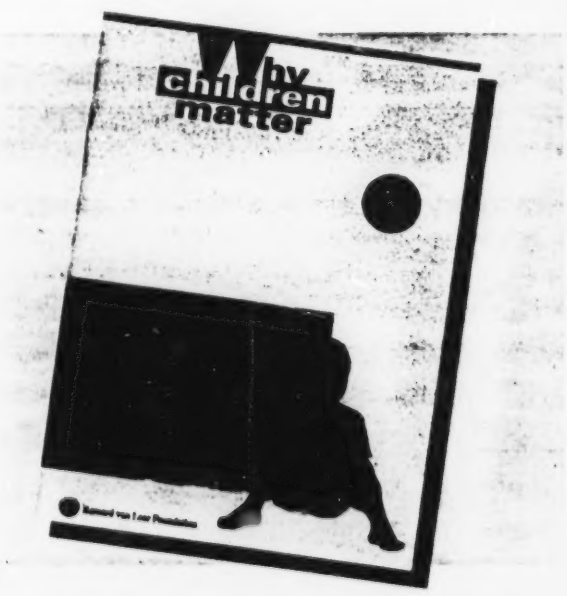
A key determinant of how beneficial an early childhood programme can be, is its quality. Quality does not necessarily mean expensive interventions. Quality of care has to be defined in terms of experiences which foster children's development and well-being. Research on child development has identified some of those factors: adult-child interactions, peer interactions, interpersonal relationships, activities fostering learning and development, healthy and safe conditions, and emotional climate or happiness.

There is little choice about **whether** to support early childhood development. The choices are about approaches and strategies to enhance children's early development. The differences depend on the setting, audience, resources, and the reality of the daily life of children, families and communities.

In virtually no country is there a single solution, a national programme that can be applied everywhere. Children's developmental needs vary as they grow; the places where those needs can be met also change over time.

Strategies that are most likely to be effective are those that build on what already exists; that involve parents and communities and enable them to take responsibility for their own futures and that of their children; that are rooted in local culture and traditions; that understand the central role of women and support them in their many tasks; that recognise the need for a holistic approach; and that ensure appropriate settings for the overall healthy development of young children.

*This article is based on the Foundation publication **Why children matter**, published in 1994. The 32-page booklet spells out why the early years are important, the role of parents and communities, and the benefits and costs of interventions; and gives suggestions and guidelines for the development of an agenda for action. Fully referenced, the publication also contains examples of approaches from many parts of the world that have proved successful: working directly with parents and care givers; training peers as para-professional workers; targetting older children and adolescents; using the community as a place of learning; assisting the development of community groups; using media to transmit information and for advocacy; ensuring there are adequate and effective means of training, supporting and supervising ECD workers; developing effective materials; raising awareness; and advocating for children.*



TRAINING AS EMPOWERMENT

It is widely recognised that if development efforts are to be sustainable and effective, they have to include the full participation of the target group. Successful development programmes are most likely to be conceived, designed and implemented with the full involvement and consent of the 'beneficiaries' – the people who are supposed to benefit – themselves. Programmes and activities that are imposed have little chance of flourishing in the long term. Furthermore, programmes should be built on the knowledge and skills that already exist in the location so that they become extensions of existing activities. In this way, people become able to take charge of their own surroundings and work towards improvement within their own situations. In development jargon they are 'empowered'.

A development tool

Once these development principles are recognised, it then follows that training, as an important development tool, also needs to be guided by the same principles.

All too often training is a one-way, didactic and directive process: a body of information is passed from an 'expert' to other people, while teaching methods are likely to be based on theory rather than on practice. There is definitely a place for the transmission of knowledge – particularly where the training is a one-time occurrence – such as through a course or workshop. However, there are other methods that may better suit training for personnel in the development field.

In this situation training should be participatory and experiential – in other words, the 'students' should be actively involved in the training, it should be based on their own experiences, and they should learn by doing. This form of training may be a mixture of theory and practice. It should be reinforced through support such as periodic refresher sessions, discussions *in situ*, access to other people's experiences, and evaluation of the achievements and outcomes. In this way, the training has a long-term impact.

The Foundation and new directions in training

Taking these assumptions as important underpinnings, and based on its experience, the Foundation over the past few years has been thinking about new directions in training. These resulted in a number of steps that were taken in the course of 1994.

The first of these is a training pack 'Enhancing the skills of early childhood trainers'* which brings together an established content area in early childhood development theory, with experiential participatory training methods. The Pack is aimed at trainers of trainers and is to be used either as part of a course or for self-learning.

The Pack has been developed over a number of years and, to test it in the field, the Foundation is collaborating in a Joint Training Initiative on Early Childhood Development. This Initiative grew out of the September 1993 Education for All Forum held in New Delhi, India, where four international organisations concerned with early childhood development committed themselves to giving particular attention to capacity building through training. These organisations were the Foundation, UNICEF, UNESCO and Save the Children (USA). The Initiative came into being in June 1994.

The concept of the Training Initiative is to set in motion a training programme whereby top level trainers are trained and, in turn, train others to create a national cadre of trainers. The national cadre of trainers in turn trains those who work directly with young children and families. Each level of training is participatory and builds on the knowledge and skills of the participants. The expected outcome is that the process and its effects will trickle down to workers at field level, and thereby reach young children and families.

The Training Initiative is being implemented in 12 countries in Africa. Each participating country has nominated two trainers who will receive a few weeks of training and *in situ* support over a three year period. The first training session took place in early 1995. The two trainers per country will in turn train 15 to 20 national trainers – also offering them *in situ* support – who will in turn train field workers.

Wider effects

By investing resources and energy in carefully thought-out training programmes in early childhood development, the Foundation and other organisations can have very wide-ranging effects. The most direct effect is a more skilled group of people who will be around for a long time and who will have a greater impact on an increased number of children and families.

Another important consequence is the influence these trainers will have on policy development, both in terms of bringing early childhood on to regional and national agendas, and in terms of national training policies. If training methods become participatory and experiential and are implemented at community level, it could lead to the formation of a body of skilled people who are working towards improving the development chances of many young children.

* *Enhancing the skills of early childhood trainers*, is published jointly by the Foundation and UNESCO and is available from UNESCO Publishers, 7 Place de Fontenoy, 75352 Paris 07-SP, France.

TRAINING INITIATIVE
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Early Childhood Development:
More and Better

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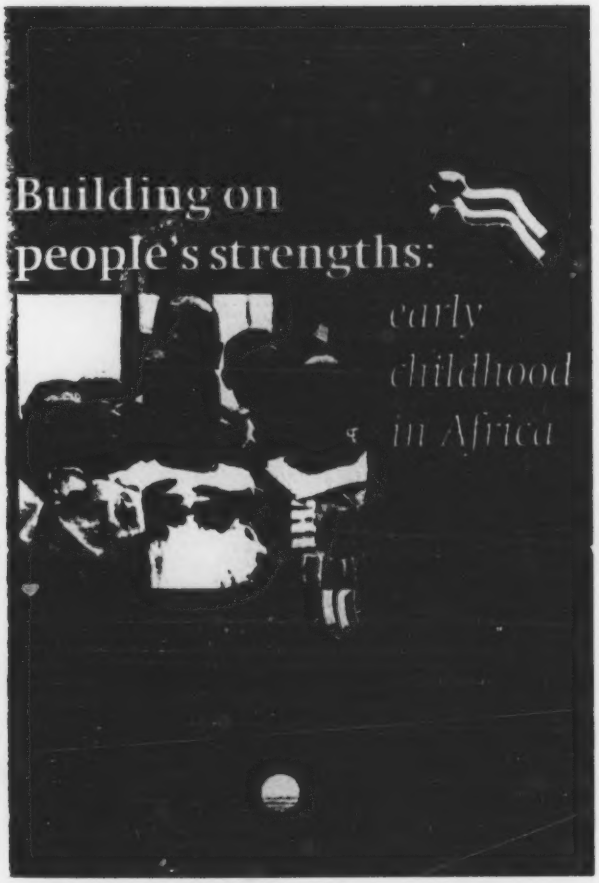

For the Foundation, the key to its programme focus in sub-Saharan Africa is building on what exists. This starts from a perspective that recognises, validates and attempts to improve the child care activities that ordinary people have created in the face of overwhelming constraints and problems.

The Foundation is currently supporting projects in nine sub-Saharan countries: Kenya, Nigeria and, in southern Africa, Botswana, Lesotho, Mozambique, Namibia, South Africa, Swaziland, Zimbabwe. The specific projects are listed and described later in this *Annual Review*.

In planning a regional programme for the sub-continent, several specific factors need to be taken into account:

* traditional beliefs concerning child rearing, the role of the wider community and the extended family which differ from the traditional Western emphasis on the individual;

* a tendency towards formal and conventional programmes which, reinforced by governmental emphasis on inflexible standards, become unattainable for the majority;

* a non-governmental sector that is smaller and less organised than in other regions, particularly where early childhood is concerned.

Much of the emphasis in the past – by the Foundation and other organisations – has been on the provision of pre-schools modelled on Western examples. This has led to scarce resources being devoted to buildings, equipment and lengthy teacher training courses which, in the end, can only reach a small minority of the age group. Such approaches have ignored the needs of children under three years, have perceived pre-schools as 'grade zero' of formal school, and have interpreted 'involvement' of parents and community members to mean using them only as labourers and raisers of funds.

The overall context for families is mixed. On the one hand, negative factors include economic decline, widespread malnutrition, inadequate health and education infrastructures, food shortages and famines, drought and other natural disasters, health risks from HIV/AIDS, malaria, acute respiratory infections and many other diseases, civil conflict and war. On the other hand, positive aspects exist at many levels: family, community, government and international.

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AFRICA

Reaching community groups

Many African babies are born healthy. Many are immunised against the major diseases and have loving and secure relationships within their families. All over Africa, community groups and other organisations have established programmes to support the development of young children.

The challenge for the Foundation is to find ways to reach such groups and to offer support in ways that are both empowering and respectful of the local culture and the local people. In general terms, this means that there will be more smaller projects rather than a few large ones. At the same time, building capacity will be an important element. This means focusing on all the elements necessary for early childhood programmes, not only theories of child development and ways to relate to parents and communities, but also administration, financial accountability, documentation, communication, advocacy.

The Foundation attaches great importance to links between local programmes, and also between these programmes and academic and research centres; with the primary school system; with programmes and services focusing on health, nutrition, women, income generation, sanitation, and water; with groups that can support early childhood initiatives such as churches, business people or professional associations; and with programmes in other countries working on similar themes.

Advocacy

Documentation of experiences is seen as essential for use in evaluation, dissemination, fundraising, and advocacy. The Foundation has started the latter process with the publication in 1994 of an advocacy document – *Building on people's strengths: early childhood in Africa.** It is aimed at policy makers, decision makers, planners and implementers of programmes as well as foundations and funding agencies.

The publication draws heavily on the experiences and the profound knowledge of the many women and men we have been privileged to work with over the years in Africa. It covers the context in which Africa's children are growing up; the importance of the early years and the kinds of outcomes we should be seeking from ECD programmes; the many actors on the ECD stage, their roles, responsibilities and training needs; and the costs and effects of ECD programmes. In the final chapter, we define the key issues of the ECD debate in Africa. These include the holistic development of children, multi-sectoral programmes, and the needs of women and girls.

The experience and knowledge of practitioners are reflected in another document published in 1994. *Relevant early childhood development: towards better approaches*** records both the outcomes and the processes of a participatory, experiential workshop held in Namibia in late 1993. The publication shows the processes by which the participants ensured full participation and equality, and identified new approaches to incorporate into their work.

With the limited resources at its disposal, the Foundation is restricted in how much it can do. While we will continue to advocate for community-based initiatives, our support for projects in the field will continue to be limited to the countries listed above. Within those countries, specific groups will be targeted: children in slums and ghettos, children who are refugees or are displaced, children affected by war and violence, children of nomadic and hunter-gatherer communities, adolescent mothers, and their respective families.

In all of this, we will not try to invent new structures, instead we will look at what people are already doing, listen to their needs and aspirations, and seek to support them.

* *Building on people's strengths: early childhood in Africa* is available free of charge from the Foundation to interested individuals and organisations.

** *Relevant early childhood development: towards better approaches*, prepared by the Children's Desk of the Council of Churches in Namibia and the Western Cape Foundation for Community Work, South Africa. Available at N$18 from CCN, Children's Desk, P.O. Box 41, Windhoek, Namibia.

REACHING RURAL FAMILIES

Rural families are almost infinite in their variety. But there are some, rather basic, indicators that help to frame a discussion about them. These include: remoteness from centres of population – and therefore from the resources, services and amenities which characterise most urban life; some dependence on the land; and some cultural or social tradition of living away from urban areas.

Similarly, there is no archetypal rural setting. The range includes: peace and tranquillity through to commercial invasions and military operations; freshness and plenty to polluted rivers and a lack of productive land; well-established agricultural economies to uneconomically low selling prices for basic commodities that are manipulated by remote speculators; and settled and secure areas to marginal lands now inhabited by displaced indigenous peoples or refugees.

Given the range of such settings, the realities of life for rural children are equally varied. But observation and current beliefs about the developmental needs of young children suggest that many rural children are deprived in particular ways when compared to urban children.

To take a few obvious examples: they may have less access to health services; they may have to travel longer distances for their formal education; and they may suffer more directly from natural disasters such as drought. However, we also have to remember that – as for urban children – the scale of their deprivation can range from the insignificant to the vitally important.

Policies, attitudes, actions

For rural families, inadequate organisation coupled with distance from centres of political power adds up to minimal political significance. One of the most obvious consequences of this is population flow from rural areas to the world's towns and cities. In response, some governments are providing rural areas with the kinds of support needed to make them more attractive to their former inhabitants. But plans can be thwarted if there is no general will to make them succeed – for example if doctors, teachers and development workers decide to remain in the towns and cities where the life seems more seductive.

Attitudes of development and funding agencies can also be questioned. For example, Chambers* lists six biases that can be detected: spatial bias (easily accessible location for projects); project bias (situated close to other projects); personal bias (work with approachable individuals); seasonal bias (reluctance to work in bad climates); diplomatic bias (reluctance to give offence); and professional bias (work around one's own discipline). To these might be added temporal bias (work around the current 'hot theme').

Different realities, different approaches

Against this complex and varied background, Foundation-supported rural projects have developed an appropriately wide variety of responses. For example, the National Non-formal Education Programme in Peru is working with many different cultures and therefore ensures that each cultural group helps determine the nature of the work, and how and why programmes are implemented.

Taking the idea of local determination further, part of the work of the Mobile Early Childhood Development Project in Portugal starts with individual families, then builds out from there to form educational networks. The effect is to create a spontaneous sense of community self-help which is nurtured and developed with the help of local and regional animators.

On a different level, in Galicia, north west Spain, the *Preescolar na Casa* (Pre-school in the home) project, uses television. It works with families in remote communities but, to complement this, it has formed an alliance with the local public television station. Ideas, needs and experiences are fed in directly from the work to a special production team; and the team then attempts to make and broadcast programmes that are appropriate.

Projects and human beings

For all projects, local human factors help to determine aims and objectives. For example, rural women are often isolated and always have to work hard. They may spend hours each day fetching water and firewood; may be part- or full-time agricultural workers; or may work in distant markets. And all this is in addition to their roles in the family as daughter, nurse, cook, housekeeper, partner, and so on.

Yet they are also resilient, resourceful, capable, strong and willing to take even more responsibility for family and community life. Projects therefore help them to grow as people and, as some of them move on to work for their

communities, to grow in terms of skills that the community needs as well. One valuable outcome is enhanced self-esteem and greater self-confidence and therefore reinforcement of resilience.

Viable responses to needs

The project work outlined here shows that locally determined community development approaches are highly effective in reaching rural families. But more is needed. Projects also help to bring about collaboration with all other agencies working in the field; while advocacy for more attention to be paid to the needs of rural families is common. Whilst these efforts are certainly not enough to meet all needs, they do demonstrate what is possible in the face of the daunting realities of rural life for so many families.

* Chambers, R.; *Rural development: putting the last first;* 1983; Longman Scientific and Technical; Harlow, England; ISBN 0-582-64443-7

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THE ENVIRONMENT

Children's environments affect their development, their characters, and their later lives. Children do not, after all, grow up by themselves: they live with people and depend upon them for their care and survival; and they respond to the way those people stimulate them, as well as to their living conditions and the events around them.

Understanding how the environment affects child development, and the extent to which it does so, is central to the work of the Foundation and that of the projects which it supports. In order to learn more about this area, the Foundation commissioned four programme reviews to investigate the impact of the environment on early childhood development.

The reviews were carried out in France, India, Kenya, and Venezuela. This article features the findings of the review in India, which looked at the lives of 440 children aged between three and four in 44 crèches in southern India in both rural and urban settings.

A question of survival

All the children in the study come from disadvantaged backgrounds. That is, their families are living in poverty, they live in basic shelters, and can afford only the essential foods needed to survive. There are no extras to make life more comfortable, and they certainly have no toys, games or books. Growing up in these conditions is a question of survival. Yet many of these children not only survive, but they thrive against what outsiders would perceive as heavy odds.

Why?

The programme review found that though the physical environment of the children is extremely tough, the emotional and social environment is positive and the children were developing well. It found two significant elements in the environment that have an favourable impact on child development. These are the general attitude towards children in India, and the attitudes of the children's mothers.

A pro-child environment

In general children are highly valued in India. Families are only considered complete when they include children, and women's status increases when they become pregnant and deliver. Much attention is given to mothers and pregnant women, and they receive a lot of support from family members, older women and the community in general in their

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child rearing efforts. Equally though, mothers are confronted with high expectations about their roles in child care and strong disapproval for child neglect.

The children's relationships with their mothers were found to be all important as it is usually the mother who takes responsibility for small children. The mothers' attitude towards their children, their interactions with them, their concern for them, and comfort are especially significant influences on a young child's life. Mothers are usually the first individuals with whom children have close relationships. As a result, children often start looking at the world around them, sensing it, understanding it and reacting to it through the perspective of their mothers.

Offsetting the negatives

Society's positive attitude towards children means that many children are born into an environment of warmth and love, and grow up during their first years in the secure knowledge that they are wanted, loved and will be cared for to the best of their families' abilities.

Looking on the one hand at the difficult physical conditions in which the children live and on the other at the positive emotional and social conditions, the researchers concluded that the positives can offset the negatives. Though the physical environment will have some influence on children – especially in terms of health – the emotional environment created by the people around them can help the children to resist the negative effects of the physical environment.

Implications for child development programmes

Child development is, as child care, the domain of the mother and other female relatives. The women learn about child development by watching their own mothers, by taking responsibility for younger brothers and sisters from a young age, and through traditional proverbs that are recited about children at the different stages of their development. These proverbs – which are very much aligned to scientific theories of child development – are passed down orally through the generations and provide a rough guide to the stages of child development.

Because of these traditional training methods all the mothers studied understood the different stages of child development, and had particular expectations about what their children should be able to do at different ages. They tried to stimulate children to reach different stages of development, for example, they would help children learn to walk, or they would encourage language development.

Given the community's positive attitude towards young children, and the mothers' desire to improve their children's lives, the researchers concluded that child development programmes should not be centred on children in crèches: they should be firmly placed in the children's communities where they can be built on the good will that already exists. More especially, child development programmes should be built on the child rearing skills that the mothers already have, to strengthen these even further.

Though these conclusions have been drawn in the southern Indian context, they are applicable to many other settings and cultures. To be successful, child development programmes depend on the participation and the support of the people surrounding the children. As long as they have positive attitudes towards young children, and care about them, they have a good chance of offsetting many of the negative effects on children of a disadvantaged environment.

MATERIALS FROM PROJECT

Part of the work of many projects supported by this Foundation is to disseminate and share their experiences with other projects and organisations. To do this, many projects produce written and audio-visual materials. Below is a selection of some of these materials received by the Foundation in 1994 from projects.

Country: Australia
Project: Hunter Caravan
Author: National Dissemination Programme of the Hunter Caravan Project
Title : Health and social issues for children and parents who live in caravan parks and manufactured home communities. 1993.
Abstract: This is a package of 9 leaflets which aims to raise awareness of community health personnel about health and social issues facing children and parents who live in caravan parks and manufactured home communities. It provides examples of a range of successful strategies for improving health and social conditions of these families. Issues covered include: pollutants; nutrition; shared amenities; sleep problems; safety (water, road, home, fire, emergencies, sun); social and physical isolation; lack of play areas; hidden costs; and strategies to improve service utilisation.
Language: English

Country: Belgium
Project: *Kleuterproject*, Limburg (Toddlers' project)
Author: *School en gezin* (School and family)
Title: *Op zoek naar materiaal voor ouders rond opvoeding en onderwijs* (In search of materials for child rearing and learning materials for parents). 1994.
Abstract: This is a set of 39 theme packs that can be used as materials for group work with parents. Each theme pack contains background materials, work-books, and suggestions for use. Themes include: aggression; your new baby; fear; creative toddlers; fantasy and fairy tales; celebrations; the development of school children; talking in your own language; sex education; sleep; play and toys; playing is learning; play and books; punishment; language development; safety; story telling; and what to do about crying and comforting, child and television, after school activities and starting formal school. As an example, the theme pack on homework contains a manual to guide the work with parents, photos showing a positive and a negative situation to start discussions, description of role play, cards about typical homework situations – with text in Dutch and Turkish – and a reader with background information.
Language: Dutch and Turkish

Country: Chile
Project: Transition in Early Education
Author: *Centro de Investigación y Desarrollo de la Educación* (CIDE) (Centre of Research and Development in Education)
Title : *Programa Familia y Escuela Educando Juntas: Manual para docentes y apoyerados – monitores*. (Family and school educating together: manual for teachers and helpers). 1994.
Abstract: This manual for teachers and helpers working with the programme *Familia y Escuela Educando Juntas en escuelas de Educación General Basica* (Family and school educating together in basic general education schools) contains theoretical and methodological elements; and is intended to help parents become involved in urban or rural schools. The manual is used in conjunction with a series of training kits on appropriate topics and themes, and the titles include: 'Participating in educating'; 'Remembering how we learned'; 'Telling stories'; 'Communicating'; 'Talking with children'; 'Accompanying children in their development'; 'Helping learning from the home'; 'The school that we want'; 'Conversing about sexuality'; 'In playing, children also learn'; and 'Working with aggression'.
Language: Spanish

Country: Cyprus
Project: Arab Resource Collective (ARC)
Author: Ghanem Bibi
Title : Towards involving parents in early childhood education: I. Partnership with parents. 1993.
Abstract: This is a report on the discussions and reflections of a workshop held in Siblin, Lebanon, in January 1993, about responding to one of the essential challenges in early childhood development – working with parents. It reflects in detail on raising awareness of the need for a stronger partnership between parents and early childhood workers; identifying existing forms of parental involvement in Lebanon; and exploring training needs. Topics

include: changes and challenges in the life of the family and the child; what is parent participation; working with parents in child care centres; supporting workers; and child development. The report concludes with recommendations for both general follow-up work and specific action.

Language: English; Arabic

Country: India
Project: CHETNA
Author: CHETNA Child Resource Centre
Title: Getting ready for school: the pre-school years – a manual for care givers of children. 1994.
Abstract: This manual for pre-school education is a result of the insights and practical experiences of pre-school teachers, and creche and day care centre workers in various parts of India. It features simple language and extensive illustrations; it emphasises work based on local needs, and the use of low- or no-cost materials; and keeps a balance between theory and practice. Content includes: an introduction to and exploration of child development; and a discussion of themes such as the objectives of pre-school education, planning a pre-school programme and child guidance. A great deal of attention is given to practical activities – for example, for physical, motor, cognitive, intellectual, language and creative development.
Language: English

Country: Israel
Project: Moses & Solomon National Dissemination Programme.
Producer: Ministry of Immigrant Absorption with the Association for the Advancement of the Ethiopian Family and Child in Israel
Title: To grow up with games: the importance of games in the development of the young child – a film to guide Ethiopian parents. 1993.
Abstract: The film shows a home visitor in the homes of Ethiopian families talking with mothers about the importance of play and games, and discussing the stimulating role they can have. The film – which also shows children of different ages playing – is divided into sections. These include: 'To see, to want, to get – understanding one's surroundings via senses'; 'To learn from mother and father – learning via games and with guidance from

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parents'; 'I activate – games as a medium to build the connection between activity and result'; 'I read – the book as a friend from childhood'; 'Almost big – games for children of about five years old'; and many others.

Language: Amharic with Hebrew subtitles; English version
VHS-NTSC, 30 min.

Country: Jamaica
Project: North Coast
Author: George Alexander, Myrtle Daley
Title: Learn, Stretch, Reach. 1993.
Abstract: 'Learn, Stretch, Reach' brings together the contributions of all those who have been associated with the North Coast Project. It documents in pictorial form the achievements over three years; and aims to share experiences with other projects, students of early childhood education, professional and para-professional practitioners in early childhood development, and parents. It includes an outline of the programme and the practice, and covers resource centres; parent and community involvement and 'what next?'.
Language: English

Country: Kenya
Project: NACECE Extension
Author: Kenya Institute of Education
Title : Integrated Islamic Education Programme. 1993.
Abstract: This is a clearly illustrated, pre-school teachers' activities handbook which combines secular pre-school education with Islamic education. It aims to enable children to acquire basic elements of Islam; appreciate Islamic and other cultures; acquire school-readiness; support motor development; enhance self-esteem; and develop exploratory skills. It includes sections on integrated Islamic education; parental and community participation; materials; record keeping; language; mathematics; and play and physical activities.
Language: English

Country: Netherlands
Project: Intercultural child care study
Author: Paul Vedder, Ellen Bouwer, Trees Pels
Title: Multicultural child care. 1994.
Abstract: A study conducted on behalf of the Centre for Science and Research, Leiden and the Foundation on the quality of multicultural education in institutional early childhood development, it describes practices in multicultural education in many European countries. It also includes an analysis of the practices described in four models of multicultural education; and both presents a strategic model and discusses what should be done to plan and implement changes.
Language: English

Country: New Zealand
Project: *Anau Ako Pasifika*
Author: Nga Kaitaumaki Kohungahunga
Title: Child development 0-3 years. 1994.
Abstract: A series of 12 leaflets for para-professionals covering: sharing discoveries; home as the first learning place; little helpers; setting limits; active explorers; children's needs; developmental needs; managing children; children's play; helping development; talking to babies; and talking to toddlers.
Language: English

Country: New Zealand
Project: *Anau Ako Pasifika*
Author: Teupoko Ina Morgan. 1994.
Title: Little readers for *Anau Ako Pasifika* families.
Abstract: These seven booklets are for Pacific Island parents to read to and discuss with their young children. Each page contains one or two lines of text and a typically 'Pacific' illustration. The English text is given at the end of each booklet.
Language: English and 6 Pacific Islands languages

Country: Nicaragua
Project: *Niño-a-niño* (Child-to-child)
Author: *Centro de Información y Servicios de Asesoría en Salud* (CISAS - Centre of information and support for health)
Title: *La Bulla: el periodico de los niños y niñas de Niño-a-niño* (*La Bulla* can mean noise, racket or fight – the paper of the children of Child-to-child). 1993 onwards.
Abstract: This is a newsletter for children which is extensively illustrated in the comic book style. Children also contribute to it themselves, for example with drawings. Produced in line with child-to-child project principles, it informs

children about topics such as child health, children's rights, child development and the home environment.

Language: Spanish

Country: Nigeria
Project: Mushin Community Day Care
Author: Mushin Community Day Care Project. 1994.
Title: Guidelines for running of day care centres. Volumes One and Two.
Abstract: These two volumes give guidelines for the training of day care centre staff. Volume One covers essential knowledge such as personal and community hygiene; safety measures; physical, mental, moral, spiritual and language development; and nutrition. Volume Two covers more practical areas such as management of pre-school centres; record keeping; toy development and use; things to do with locally available materials; songs, poems and rhymes; indoor and outdoor games; stories; schedule of activities; and food and its preparation.
Language: English

Country: Peru
Project: MINEDUC
Producer: *Ministerio de Educación*
Title: *Crecer Jugando* (To Grow Playing). 1994
Abstract: [illegible] video shows the variety of the communities in which the project operates; and that the approach in these communities starts from what is necessary, possible and appropriate. It emphasises cultural adaptability and what can be achieved locally by people working together. An integrated approach to nutrition issues is particularly well shown.
Language: Spanish
VHS-PAL, 15 min.

Country: USA
Project: Boston Housing
Producer: Committee for Boston Public Housing
Title: We're power together
Abstract: This video documents the struggles, achievements and visions of tenant leaders from Boston's public housing system. These people have been active with the Committee for Boston Public Housing, an organisation which supports residents in enhancing their quality of life through organising, training and the development of appropriate programmes. A key feature of the video is that it shows the positive work of residents in determining the future of their communities. Combining tenant interviews with archive stills and footage of tenants' meetings, day-to-day tenant life and so on, it highlights an anti-violence approach to work with youth and adults; and also a pre-school programme with a multicultural/anti-bias curriculum. The video was initiated by tenants and members of the Committee.
Language: English
VHS-NTSC, 23 min.

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WHAT IS A PROJECT?

On the following pages we list major projects currently supported by the Foundation. A brief glance through the descriptions will show the considerable diversity that is possible within the overall definition of 'early childhood project'.

Although there is no single definition about what a project is, there are concepts governing the underlying principles. One of the important principles the Foundation is looking for is that a project should be a body of work which should originate from something that a group of people want, instigate and carry out themselves. The aim is that projects should be started by people with shared objectives who work out the most appropriate strategies in order to achieve these objectives, and then implement them. Along the way, the initial set of people involve others who share similar objectives, who contribute to the planning and implementation in order to arrive at agreed and acceptable outcomes.

Affecting children's environment

There are many elements that influence the development of young children which means that there is a range of approaches that can be used. Few early childhood projects work only with the children, instead they aim to affect the children's whole environment which means working with parents, other family members and the community. Thus project components might include skills training opportunities for parents, adolescent parenting sessions, or child-to-child activities because all these groups of people have an impact on the development of young children.

Projects are also diverse in their geographical coverage, in their objectives, and in their strategies. For example, there are projects that work in a local area; there are projects that aim to disseminate experiences and findings over a wide area, often a whole country; there are training projects; and there are networking projects. There are projects that are developing curricula, that are exploring different ways of using media to reach families, that advocate for changes in policies, laws and regulations.

Outcomes can sometimes be very difficult to evaluate, particularly where the aim is to create the conditions that set a process in motion in order to introduce change. In these projects the outcomes are less easily definable and the process takes precedence. They operate flexibly, adapting activities and approaches according to the changing situations.

Nevertheless, in all types of project, strategy planning is imperative and demands an intimate knowledge of the local setting and the people from that local setting.

For these reasons, the Foundation does not run projects itself. Instead, it works with people and groups at a local level in order to help build local capacity, to ensure that there is a better understanding of needs, and to reduce the risk that a project, no matter how well-intentioned, is introducing ideas that are incompatible with local customs and culture.

Some of the partner organisations that run projects have been established specifically for that project while many others are run by existing organisations, both governmental and non-governmental. Some partner organisations are nationwide, or even international, while others cover just one province, one city, or even a part of a district.

The 'major' projects that are listed are usually supported for a period of between one and five years. Sometimes, additional phases of support are granted which means that the relationship between the Foundation and the partner organisation may last for ten years or more.

Flexible grant making

However, the listed projects are not the only ones to receive support. Over the last few years a number of more flexible grant making tools have been introduced. One of these is the Planning Grant. This enables a group of people or an organisation to conduct initial enquiries and perhaps undertake pilot activities, in order to arrive at a planned set of strategies and activities that are appropriate to the setting. The aim of a planning grant is to explore. In some cases this exploration leads to a proposal for a full project, in others it does not.

Another form of support is Small Programme Funds. As the name implies, these are small amounts of money given to partner organisations for specific short-term activities that support the Foundation's programme in a particular country or region. Quite often, these activities are workshops that seek to exchange and disseminate information, sometimes linked to a publication to spread the findings among a wider audience. Such a grant was, for example, used in Turkey to look at the optimal conditions for healthy development in the early years in a workshop for practitioners and researchers; and then to publicise the findings nationally. In Colombia, a grant enabled an NGO project, *Televisión y Violencia* (Television and

Violence), to organise 24 workshops to train community mothers on how to deal, in their work with young children and families, with the violent messages and images broadcast on TV in news and other programmes.

Other such grants have been given for the development of materials and teaching aids aimed at specific groups and based on the cultural practices of those groups. A publication may also have an advocacy purpose, such as a study of indigenous people in India that focuses on the health and educational status of women and children. The document is to be published in time to be used in the planning exercise for the government's Five Year Plan. Another advocacy grant has enabled an Ombudsman working for the Israeli branch of Defence for Children International to involve volunteer coordinators in the work of advocating for improved educational policies for children of Ethiopian origin.

The criteria for these Small Programme Funds are always the relevance of the activity to the Foundation's programme and that its outcomes will contribute to improving opportunities for young children who live in disadvantaged circumstances.

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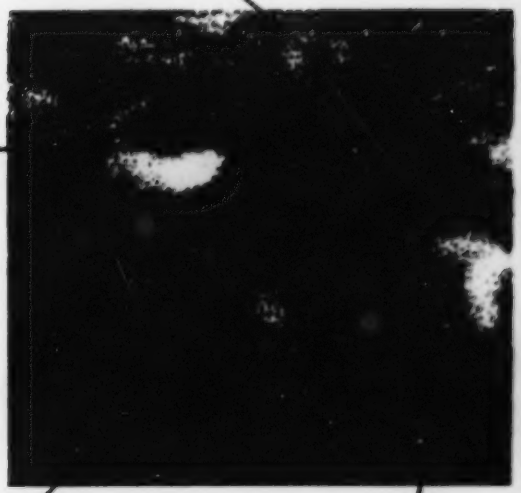
MAJOR PROJECT:



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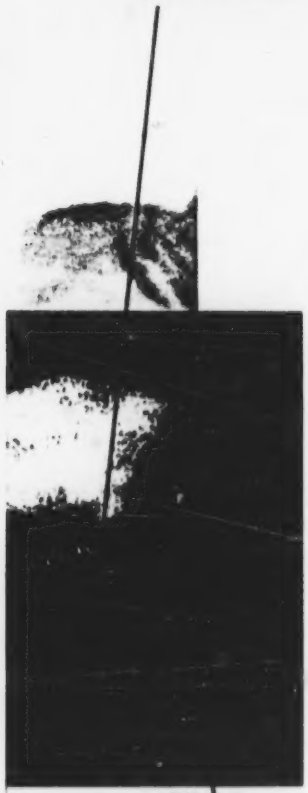
UPPORTED BY THE FOUNDATION

The projects listed below are the major projects that were receiving support from the Bernard van Leer Foundation as at 1 January 1995. A 'major' project is defined as having a duration of more than one year. In some cases, there have been several phases of project support but the descriptions reflect only the current phase.

Projects are listed alphabetically by country as follows:
Name of project (with acronym and translation where applicable)
Name of partner organisation (with acronym and translation where applicable)
The year when project activities began
LOC: location – area covered by project
TAR: target group(s)
OBJ: main objective(s)
STR: main strategies used



Argentina

Cruz del Sur (Southern Cross project)

Universidad Nacional de San Luis (National University of St Luis)
1988
LOC: San Luis Province
TAR: families with young children who have migrated from rural areas to the city
OBJ: to increase the quality of educational programmes in three areas of San Luis and disseminate the methods and experiences
STR: training mothers as *animadoras* in centres – emphasis on health, nutrition and child development – early childhood development centre – publication of materials – dissemination at provincial level

Madres Migrantes Andinas (Migrant Andean Mothers)

Centro Andino de Desarrollo, Investigación y Formación (CADIF – The Andean Centre for Development, Research and Training)
1993
LOC: San Miguel de Tucuman, Tucuman Province
TAR: families and children aged 3-5 years who have migrated from rural areas to the city
OBJ: to train mothers as ECD monitors, encourage participation by families, and pilot a home-based day care programme
STR: work with mothers – home-based day care – revolving loan scheme – production of training and educational materials – liaison with local agencies – health and nutrition – income generation – external evaluation

Yachay Programme

Obra Claretiana para el Desarrollo (OCLADE – Claretiana work for development)
1994
LOC: rural communities in Huamahuaca Acre (Salta and Jujuy Provinces)
TAR: indigenous Kolla children 0-8 and their families in dispersed rural areas
OBJ: to promote self-esteem and cultural identity among Kolla children and

families, especially girls; to foster learning through play and peer socialisation; to enhance child rearing and educational practices, including the roles of fathers; and to improve health and educational services

STR: coordinate training – set up local voluntary councils to plan, manage and evaluate the programme – home visiting – non-formal, centre-based activities – advocacy

Aruba

ECCE Information Centre

Fundashon Pa Nos Muchanan (For our Children Foundation)

1991

LOC: island of Aruba

TAR: young children with working mothers

OBJ: to upgrade the quality of child care, develop a parent education programme and influence public opinion

STR: training for staff of child care centres – developing training materials for parents and other care givers – radio and television programmes – advocating the needs of young children and the formulation of government child care policies

Australia

Hunter Caravan

University of Newcastle

1988

LOC: Hunter Region of New South Wales/nationwide

TAR: families with young children living in caravan parks, government, early childhood professionals, caravan park owners and personnel

OBJ: to disseminate the model of care and support in caravan parks (developed in earlier phases) to other states in Australia

STR: networking, training, publications and advocacy for long-term change for caravan park children

Arrernte early childhood

Yipirinya School Council Inc.

1993

LOC: central Australia

TAR: Aboriginal families

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OBJ: to develop culturally appropriate curricula for 3-5 and 5-8 year olds in the Arrernte language and seek their accreditation

STR: research – development of videos, books, oral tapes, puppets – workshops with teachers and parents – links between programmes for these age groups and those for older children – involvement of grandparents, aunts, uncles and elders

Aboriginal teacher training

Batchelor College

1993

LOC: Northern Territory

TAR: Aborigines from remote, traditional communities

OBJ: to pilot and evaluate an Aboriginal teacher training course in early childhood education, to provide on-site tutoring, and to produce a resource guide

STR: field survey of child care facilities – profile of needs – building support networks

Belgium

School en gezin (School and family)

Provincie Limburg, Regionaal Integratie Centrum (Province of Limburg, Regional Integration Centre)

1988

LOC: Province of Limburg

TAR: families of seven different ethnic groups

OBJ: to further develop an integrated approach to intercultural education at local and provincial level and influence the formulation of national policy

STR: work with young immigrant children in pre-school and first grade of primary school and their parents and teachers – support to school advice centres, schools, community groups and organisations – creation of a resource and support unit 'School and family'

ECCE Networks

La Communauté Française (the French Community) and Université de Liège

1991

LOC: Cheratte, Longdoz, Theux

TAR: immigrant families (Cheratte), inner city families (Longdoz), rural families (Theux)

OBJ: to improve the quality of existing services and support the development of new approaches in early childhood care and education which directly involve the family

STR: establishment of local networks of education, health and social services to enable development, improvement and sharing of new approaches to early childhood care and education – health consultation services – crèches – drop-in centres, pre-school centres – out of school activities – holiday play schemes – workshops for parents – data and resource bank

Botswana

Kgalagadi children

Tirisanyo Catholic Commission

1993

LOC: north and central Kgalagadi

TAR: indigenous Bushmen families

OBJ: to develop a culturally and environmentally suitable approach for early childhood programmes in remote Bushmen settlements

STR: establishment of early childhood care facilities – training and up-grading care givers and pre-school teachers – adult education – community development – collaboration with the district council

Children of the Earth

Kuru Development Trust

1993

LOC: western Kgalagadi

TAR: indigenous families

OBJ: to empower families of Bushmen and other minority communities to adapt their traditional child socialisation practices to new circumstances

STR: establishing governing bodies for village pre-schools – establishing new pre-schools – in-service training for para-professional pre-school workers – involvement of parents, elders and village representatives – development of culturally relevant materials for children, parents and teachers

Brazil

Community crèches

Fundação Fé e Alegria, Rio de Janeiro Regional Office/São Paulo National Office (Faith and Happiness Foundation, Rio de Janeiro)

1987

LOC: city of Rio de Janeiro

TAR: children aged 0-6 in *favelas* (shanty towns)

OBJ: to support and strengthen community crèches and disseminate the experiences developed

STR: training and upgrading of crèche personnel – development of educational materials – fundraising – networking – clustering of crèches for sharing and dissemination – external evaluation

Reis Magos

Prefeitura Municipal do Natal, Secretaria de Educação (Municipality of Natal, Department of Education)

1987

LOC: city of Natal

TAR: children aged 0-8 years in marginal neighbourhoods

OBJ: to refine and disseminate experiences, learning and resource materials developed in the first phase throughout Natal

STR: parents' education – including literacy courses – in-service training for pre-school teachers and para-professionals – production of educational materials and toys – preventive health care activities – small-scale income-generating activities – external evaluation

Community health

Fundação Fé e Alegria, Rio de Janeiro office (Faith and Happiness Foundation, Rio de Janeiro) (In association with the S-K Foundation, the Netherlands)

1989

LOC: city of Rio de Janeiro

TAR: families in 15 *favelas* (shanty towns)

OBJ: to develop and implement a community health programme

STR: training local women as health workers – survey of common diseases and health practices – development of educational and audio-visual materials – preventive health care and nutrition education – programme on women's health – work with monitors in crèches and with parents – external evaluation

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Early stimulation and education in disadvantaged communities

Pastoral da Criança (Parish of the Child)

1991

LOC: Northeast States of Piauí and Ceará

TAR: children aged 0-3 years

OBJ: in collaboration with public and private agencies, to implement, validate and disseminate a home-based ECD approach which is designed for the particular needs of rural young children and their families in the northeast of Brazil

STR: assessment of specific needs of rural children – coordination teams – training community leaders – development of ECD curriculum for illiterate families – education through media and performance arts – elaboration of ECD quality indicators to be introduced into a national computerised information system – networking with regional universities – national coordination and exchange of information

Mobilising for Children

Associação Movimento Educação Popular Integral Paulo Englert (AMEPPE – Paulo Englert Association of Popular Education Movements)

1992

LOC: Greater Belo Horizonte, capital of State of Minas Gerais

TAR: children throughout the State of Minas Gerais

OBJ: to improve the lives of children under the care of MLPC, FUNDAMAR and FDDCA – three community organisations that deliver services to young children

STR: courses and workshops – in-service training in crèches, day care centres, pre-schools and in the communities – production of educational materials for children, monitors, parents, teachers, local authority personnel – data bank on ECD in Minas Gerais of children aged 0-6 years – advocacy – networking with other projects

Chile

Centros Abiertos (Open Centres)

Fundación Nacional para el Desarrollo Integral del Menor (INTEGRA – National Foundation for the Integrated Development of the Minor)

1991

LOC: Bio-Bio and Araucanía regions

TAR: children and families in poor urban areas

OBJ: to upgrade an existing network of 500 day care centres

STR: upgrading pedagogical skills of professionals, para-professionals and volunteer staff – establishing mechanisms for community participation in the centres – coordinating with relevant governmental and non-governmental organisations at national, regional and provincial levels – curriculum development – parental training – developing a child/family focused evaluation system – external evaluation

Rural Families

Programa Interdisciplinario de Investigaciones en Educación (PIIE – Interdisciplinary Programme of Research in Education)

1992

LOC: Libertador O'Higgins region

TAR: young mothers in peri-urban villages

OBJ: to develop an innovative rural pre-school programme, to promote early childhood stimulation practices among mothers and adolescents, and to address cognitive and social problems faced by children during the first two years of primary school

STR: pilot day care centre – training mothers and adolescents – liaison with local authorities and NGOs – developing basic training materials

Community Radio

Junta Nacional de Jardines Infantiles (JUNJI – National Association of Kindergartens)

1992

LOC: Magallanes, Aisen and Los Lagos regions

TAR: poor rural families

OBJ: to devise and implement an experimental programme of radio broadcasts addressing the needs of young families and their children aged 0-6, to strengthen the educational role of families, and to produce basic educational material for radio broadcasts and parents

STR: parental training and involvement in programmes – designing and testing radio programmes and other materials – setting up a small data bank – external evaluation

Teenage parenting

Vicaría de la Pastoral Social (The Catholic Church's Ministry of Social Care)
1992

LOC: Santiago de Chile
TAR: vulnerable teenage parents
OBJ: to promote child rearing skills and self-confidence among pregnant and teenage mothers and to implement community-based child development activities for children aged 2-7 years
STR: designing and validating training and educational materials – training *monitores* in ECD – home visiting programme by experienced (adult) mothers – developing a learning through play programme for children aged 2-7 years – policy research and design

ECCE practice in Latin America

Red Latinamericana de Documentación in Educación (REDUC – Latin American Network for Information and Documentation in Education)
1994

LOC: Latin America
TAR: decision makers in ECCE
OBJ: to ensure the flow of information to ECCE decision makers; to evaluate improvements in the design of programmes for young children; and to monitor consequent improvements in conditions for children
STR: country specific themes for work – workshops on information gathering – case studies – computer-based early childhood information/simulation system – networking

Transition in early education

Centro de Investigación y Desarrollo de la Educación (CIDE – Centre for Research and Development in Education)
1994

LOC: Municipality of Conchalí
TAR: children in marginal urban areas
OBJ: to assess changes in care givers' attitudes resulting from a preceding three year project; and to evaluate, document and institutionalise project results
STR: external evaluation – thematic documentation – dissemination of evaluation – reflection and technical collaboration with governmental and non-governmental organisations

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China (PR)

Hebei Province rural pre-school programme

China National Institute of Educational Studies (CNIES)

1988

LOC: Hebei and Guizhou provinces

TAR: families and young children in rural areas

OBJ: to improve the rural pre-school education system and parents' participation, disseminate project experiences into new areas in Hebei and Guizhou provinces, and to set up a national resource centre for rural pre-school education

STR: four-month crash course for 'backbone' (or demonstration) pre-school teachers – tutoring of village pre-school teachers – peripatetic training in remote areas – an 'Educational Outline' for all-round child development – family education through 'woman and child activity centres' and training 'backbone parents' – research to improve quality of parent-child interactions – instruction to guide teachers and education officials in legislation, policy setting, inspection and enforcement of pre-school regulations – developing low-cost, appropriate resource materials

Colombia

Infancia y Calidad de Vida (Infancy and Quality of Life)

Universidad del Norte (University of the North)

1991

LOC: Barranquilla

TAR: children aged 0-3 years, their families and care givers, staff of regional and national ICBF offices (Colombian Institute for Family Welfare)

OBJ: to develop training programmes for mothers, trainers and supervisors; to create a network of selected universities; and to train ICBF staff in the methodologies developed

STR: action-research on integrated child development, including health and nutrition – early stimulation in centres operated by ICBF – developing educational and training materials – seminars and workshops – publication in university newsletters and national media

Rural children

Fundación para la Estimulación Adecuada del Niño con Protección Comunitaria (FESCO – Foundation for child development with community support)

1992

LOC: Manizales, Departamento Caldas

TAR: children aged 0-6 years and their families in five rural areas surrounding Manizales

OBJ: to mobilise and create new community resources benefiting young children

STR: survey of social and organisational aspects of the community – identification of community leaders – home-based day care centres – training mothers as trainers/information providers to other mothers – development, testing and distribution of educational and training materials – creation of community support structures in collaboration with the regional ICBF office

El Salvador

Children of street vendors

Fé y Alegria (Faith and Happiness)

1989

LOC: Soyapango and Mejicanos in the capital, San Salvador

TAR: children aged 0-6 years of street vendors

OBJ: to further develop the integrated approach of the first phase comprising educational programmes for children and support to and involvement of parents

STR: day care centres in markets – age-related curricula – medical and dental care – nutrition – training staff and parents – mutual support groups and credit funds – regular parents' meetings

Escuela de padres (Parent education programme)

Universidad Centro-Americana José Simeón Cañas

1991

LOC: San Salvador

TAR: pre-school children

OBJ: to build institutional capacity and expertise on early childhood development in the University

STR: collection of background information on situation of children – developing strategies and programmes to reach disadvantaged children – promoting collaboration between relevant organisations – training para-professionals in community-based programmes

France

Parent-run pre-school centres

Association Collectifs Enfants-Parents Professionnels (ACEPP – Association of Children, Parents and Professionals)

1986

LOC: various parts of France

TAR: disadvantaged and migrant children and families

OBJ: to improve the quality and quantity of developmental resources for the target group; to promote training for multicultural education and parent involvement; and to lay the foundations of a resource and dissemination unit

STR: participation in establishment of nine regional policy making and fund allocation bodies (PCRs) – transfer of ACEPP's accumulated experience into PCRs – sensitising of local po'icy makers – training – establishment of multicultural crèches

Cellule Nationale (National coordination body)

Relais Enfants-Parents (REP – Parent-Children Liaison)

1990

LOC: nationwide and Europe

TAR: children and their imprisoned parents

OBJ: nationally: to coordinate, consolidate and supervise the growth of the national network; at a European level: to initiate and coordinate a European network

STR: accompanied visits by children to imprisoned parents – counselling and support for imprisoned parents, care givers and children – toy-making workshops for imprisoned mothers – supervised play areas in visiting areas of prisons – sensitising prison and judiciary personnel – training for volunteers and professionals – research and policy – media campaigns – seminars – initiating and supporting regional associations – European workshops – compilation of state-of-the-art report on imprisoned parents in Europe

Germany

Kind Im Mittelpunkt (Centred on the Child)

Day Care Association for Foreign and German Children.

VAK

1994

LOC: Berlin

TAR: migrant families and their children

OBJ: to design and implement developmental activities

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for migrant parents to use with their children; to devise training for centre-home link work; and to promote multicultural communication strategies between parents and local groups and services

STR: development of workers' communication skills – drop-in facility for parents – mapping of parents' ideas, wishes and responses – training for parents in articulation of their own agendas – networking with voluntary and statutory services – employment of parent support workers

Greece

Synergy

Association Fostering Child Development and Children's Creative Potential (SEDCE)
1994

LOC: Greater Athens area
TAR: ECCE professionals, parents, policy makers, researchers
OBJ: to upgrade pre-school practices; to develop cooperation between parents, communities and professionals; and to sensitise service providers and policy makers on ECCE issues
STR: training programme for trainers and pre-school teachers – enhancing classroom environments – feasibility studies on cooperation – fostering collaboration with service providers, municipal authorities and voluntary groups

Guatemala

Community support for urban children

UNICEF/*Comisión Interinstitucional para la Atención de la Población* (COINAP – Inter-institutional commission for the care of the community)
1992

LOC: Guatemala City
TAR: children in urban squatter areas
OBJ: to consolidate, evaluate and document previous project experience in ECD; to prepare local staff to take over programme responsibility; to expand the programme's coverage; to disseminate the programme's approach; and to influence policy
STR: formation of neighbourhood committees – training – collaboration with local university, national Ministries and voluntary groups – renovation/construction of additional 'home centres'

Toda Madre es Educadora (Every mother is an educator)

Sociedad para el Desarrollo Integral de la Familia Guatemalteca (SODIFAG – Society for the integrated development of the Guatemalan family)
1993

LOC: municipality of Villa Nueva
TAR: children of rural migrants
OBJ: to increase the skills base and organisational capacity of semi-urban communities to provide early childhood care and education to their children
STR: neighbourhood day care centres – training community mothers in early childhood issues and development of organisational skills – community management committees – development and reproduction of educational materials and toys

Niños Indígenas Desplazados (Displaced indigenous children)

Enfants Refugiés du Monde (Refugee children of the world)
1993

LOC: Quiché Region in north west Guatemala
TAR: children and their families who have been resettled in rebuilt villages
OBJ: to establish a community-based care and education system for pre-school children in three municipalities
STR: training local women as *educadoras* and *coordinadoras* who will establish and supervise centres – development of curricula, educational materials and manuals – steering groups of parents, teachers and other community members

India

FORCES for children (Forum for Crèches and Child care Services)

Mobile Crèches
1992

LOC: New Delhi/nationwide
TAR: policy makers, non-governmental organisations, trade unions, child welfare institutions, academic institutions and community level decision makers, parastatals
OBJ: to generate greater awareness of and support for

early childhood care and development; and to stimulate national debate

STR: organising series of regional workshops – compiling national database of individuals and organisations involved in child welfare and development – advocacy – documentation – film production

Children on the Agenda

M.S. Swaminathan Research Foundation

1993

LOC: Tamil Nadu

TAR: Policy makers, non-governmental organisations, trade unions, child welfare institutions, academic institutions and community level decision makers, parastatals

OBJ: to strengthen the quality of public child care services

STR: bringing quality services of NGOs and parastatals into public practice and planning – improving training – creating a supportive climate for ECCD, focusing on policymakers, the public and the media – coordinating the FORCES network (see above) – research and document the experience

Educational Oases

Bodh Shiksha Samiti (BODH); Aga Khan Foundation

1994

LOC: Jaipur, Rajasthan

TAR: children, community members, teachers, NGOs, governmental organisations and institutions, policy makers

OBJ: to further develop and disseminate a non-formal, culturally relevant approach to pre-school and elementary school, rooted in children's environments

STR: joint effort between community and all service providers – locally specific methodologies – training – teacher initiatives in discussion and diffusion of ideas and practical lessons – dissemination of approach – insertion into public school system

Taking care of our children

Self-employed Women's Association

1994

LOC: Amedabad, Gujarat

TAR: mothers and children in severely disadvantaged rural and urban communities; policy makers at many levels

OBJ: to enhance the quality and expand the coverage

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of integrated, affordable child care; to sustain it through viable organisations of child care workers; and to advocate and pursue policy changes

STR: work in existing centres – local control and management through formation of cooperatives – provision tailored to needs of working mothers – blend of professional workers and local women – training – research and documentation – local, regional, national and international advocacy

Ireland

Togher Family Centre

Togher Pre-school and Family Centre

1989

LOC: Cork

TAR: Children and families living on the Deanrock housing estate

OBJ: to strengthen the work of the Centre, document its community empowerment approach and disseminate the findings to relevant bodies

STR: training parent volunteers – increasing cooperation with health professionals – strengthening contacts with local primary schools

National Parent Support Programme

North Eastern Health Board, Mid-Western Health Board, Midland Health Board

1993

LOC: various locations throughout Ireland

TAR: families in areas of high unemployment

OBJ: implement a parent-led home visiting programme suited to local situations

STR: improving parental skills by enhancing self-esteem of parents – training parents as home visitors – encouraging sustainable cooperation between the community, and the voluntary and statutory sectors

Home visiting programme

Southern Health Board (SHB)

1994

LOC: Cork

TAR: families in North West Cork City and Cork County

OBJ: to promote parents' capacity to support the development of their children through home visits; to facilitate access to family support services; to develop community-based resources and training for home visitors; and to ensure long-term development and sustainability by promoting community ownership of the programme

STR: project support group drawn from community, SHB and voluntary sector – training and accreditation via links to local education and community centres – close links to family centres – networking – advocacy

Israel

Kiryat Gat project

Jewish Agency for Israel

1991

LOC: Kiryat Gat

TAR: low income families and new immigrants

OBJ: to strengthen the parents' role as their children's prime educators; to provide children with development opportunities that will improve their progress in school; to enable the community to shape the future of their area; to improve the skills of pre-school teachers

STR: day and after-school care – home visiting – para-professional training – training for nursery school aides – scholarships for professional training in ECD – community activities

East Jerusalem Dissemination

Trust of Programmes for Early Childhood, Family and Community Education

1993

LOC: Arab communities in Israel

TAR: Arab families and children

OBJ: continue and consolidate its dissemination programme

STR: upgrading and expanding regional resource centres – strengthening a network of early childhood provision – incorporating health education for parents – education for 'slow learners'

'Moses and Solomon' National dissemination programme

Association for the Advancement of the Ethiopian Family and Child in Israel

1993

LOC: nationwide

TAR: Ethiopian immigrant families and children

OBJ: to facilitate integration while preserving the Ethiopian identity; to disseminate the project's philosophy and approach; to promote the role of Ethiopians as agents of change; and to increase the role of the Association as an advocacy group

STR: cooperative pre-schools – vacation programmes – well-baby clinic play corner – health education programme – parent groups – grandparent-grandchild activities – training workshops – networking – advocacy

Arab Pre-school teacher training

Acre Women's Association

1993

LOC: Acre

TAR: pre-school teachers

OBJ: to formulate and implement an Arab pre-school teacher training programme; and to evaluate it and seek its accreditation by the Ministry of Education

STR: identifying common problems, planning issues, behavioural issues, levels of social and physical development – building on family and parental interest – using puppetry and games – training at times to suit trainee's needs

'Joshua' National dissemination programme

Association for the Advancement of the Ethiopian Family and Child in Israel

1994

LOC: nationwide

TAR: Ethiopian immigrant families and children moving into permanent homes

OBJ: to provide the skills and information necessary for adjustment in their new communities; and to build self-esteem, independence and pride in their Ethiopian heritage

STR: full project partnership between the Ministries of Social Welfare and of Immigrant Absorption and the American Jewish Joint Distribution Committee – national level steering and advisory committees – community specific programmes – encouragement of integration with non-Ethiopians

Bedouin Health Project

Galilee Society for Health Research and Services

1994

LOC: The Negev Region

TAR: Bedouin families and children

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OBJ: to provide primary health care; and to strengthen cooperation with the Ministry of Health and develop a culturally appropriate health care approach

STR: work based on existing networks and facilities – recruitment of qualified Arab staff – operation of mobile health clinic – antenatal care – immunisations – monitoring of child development – advice on nutrition and hygiene – movement towards comprehensive community development

Al Tifle fil Wasat

The Israel Association of Community Centres Ltd (IACC)

1994

LOC: North Israel

TAR: Arab families and children

OBJ: to enhance community empowerment and development; and to enrich children's developmental environment and ease their transition to primary school

STR: national resource group – networking – advocacy – regional and national training – residents' and parents' groups – action-research – cultural appropriateness – programmes matched to local conditions

Equal Access in Arab ECCE

SHATIL (New Israel Fund)

1994

LOC: The Negev Region and the North

TAR: community members, NGOs, policy makers and decision makers in ECD

OBJ: to increase the number of Arab pre-school trainers; to secure local and national government commitment to pre-schools; to increase the numbers of Bedouin pre-schools and double pre-school attendance rates; and to provide training for local groups

STR: mobilisation of grassroots support – identification of audiences – advocacy and lobbying – facilitation of access to policy makers for Arab NGOs – facilitation of meetings and consultations – training in strategic, general and financial planning and management

Italy

Resource families

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES – Institute for the promotion of economic and social development)

1994

LOC: various regions in southern Italy

TAR: families facing multiple disadvantage

OBJ: to create community-based support structures for disadvantaged families through statutory family support services and 'resource families'

STR: strengthening outreach capacity of existing services – designing new forms of support provisions – devising and implementing in-service training for professionals – creating and coordinating working groups at local, regional and inter-regional levels – formulating social policy guidelines on children and families

Migrant families and local communities

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES – Institute for the promotion of economic and social development)

1995

LOC: Rome and nationwide

TAR: statutory service providers, educational institutions, voluntary associations, migrant communities

OBJ: to create a forum for the exchange of experiences in order to identify criteria for planning and implementing programmes for young migrant families

STR: three workshops focusing on aspects of working with migrant families and children – identification of existing experiences – documentation of the experiences and proceedings of the workshops

Jamaica

North Coast project

University of the West Indies

1991

LOC: nationwide

TAR: Basic School teachers; personnel from the Ministry of Education; institutions within the formal education system which could potentially run ECD diploma courses; teacher training colleges

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OBJ: to train Basic School teachers; and to assess the project's impact in improving children's developmental status, increasing teacher effectiveness and involving the parents in this process

STR: developing a training manual for basic school teachers working with parents and communities – developing learning kits and children's books – developing a curriculum and materials for three year old children – residential and in-service teacher training – evaluation

Teenage mothers

University of the West Indies

1993

LOC: May Pen

TAR: pregnant adolescents; teenage mothers, fathers and their children; parents and household members; child care givers; school counsellors, principals, teachers and students

OBJ: to improve the learning and life chances of adolescent parents and their children

STR: centre-based academic and vocational training programmes for teenage mothers – home visiting – programme for adolescent males – child care training – parent education

South Side

Grace and Staff Community Development Foundation

1993

LOC: South Side, Kingston

TAR: parents, mostly from single parent households, and their children of this disadvantaged area

OBJ: to establish self-help programmes and build community structures focusing on families and young children

STR: developing a parent education programme – setting up a network of support groups for parents in cooperation with social and educational agencies – establishing a parent-run organisation to initiate programmes for families and children – leadership training programme for parents

Basic Schools Revitalisation Programme

Dudley Grant Memorial Trust

1994

LOC: nationwide

TAR: government agencies, non-governmental organisations, international organisations, general public

OBJ: to evaluate and revitalise the Basic Schools

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programme; to raise awareness about the living conditions of young children and the role of Basic Schools

STR: gathering evidence on current functioning of Jamaica's 1,500 Basic Schools that cater to approximately 106,000 children aged 4-6 years – documenting general situation of children aged 2-5 years and role of parents – using the data to mobilise educational agencies, communities and general public – national advisory committee to draw up future agenda for action – national conference and donor meetings to generate commitment to concrete goals

Japan

Okinawa project

Okinawa Association of Community Toy and Book Libraries

1992

LOC: Okinawa archipelago

TAR: children of pre-school and early primary age, and their parents and care givers from the Okinawa islands

OBJ: to help integrate Okinawan children and families into mainstream society, while strengthening their specific ethnic identity

STR: strengthening the network of community-based libraries – improving the children's ability to communicate in standard Japanese – supporting the Okinawan language and culture through children's stories and play – socialisation programmes for home and community – identifying traditional Okinawan folktales, games and toys

Kenya

National Centre for Early Childhood Education (NACECE)

Ministry of Education/Kenya Institute of Education

1991

LOC: nationwide

TAR: early childhood education supervisors, trainers and pre-school teachers

OBJ: to enhance early childhood care and development through training of teachers and training of trainers

STR: developing new courses to meet special needs – increasing the flow and quality of support materials – increasing research and evaluation to document what has been achieved – improving health and nutrition of the children and their families

Regional Training and Resource Centre (RTRC)

Ministry of Education (Kenya)/Kenya Institute of Education

1990

LOC: Africa

TAR: early childhood workers throughout Africa

OBJ: to identify training needs and expertise

STR: organising short-term training programmes and theme-based regional workshops – building up a relevant collection of educational and training resources – producing materials and training manuals

Mumias project

Kenyatta University College (in association with the S-K Foundation, the Netherlands)

1992

LOC: Mumias

TAR: sugar cane plantation workers and their children

OBJ: to improve the health and well-being of children and families, and reduce malnutrition

STR: training community health workers and families about food production and preservation – collaborating with plantation management in supporting the health and nutritional needs of workers and their families – finding usable means of improving preventive health care

The Malesi project

African Housing Fund/Aga Khan Foundation

1992

LOC: Nairobi and Kitui district

TAR: urban and rural poor

OBJ: to improve living conditions and information on early childhood development and primary health care

STR: training community members to implement the early childhood development and health care programmes – developing training models adapted to the local situation – teaching parents about early childhood development, health and sanitation improvement – working with urban out of school children

Lesotho

Early Childhood Development Programme

Ministry of Education

1989

LOC: nationwide

TAR: families in rural areas

OBJ: to train and upgrade District Resource Supervisors who in turn will work with ECD workers; and to create awareness of the needs of young children and the importance of the early years

STR: training child care givers to develop early childhood care and development services – developing a relevant curriculum for rural children aged 2-6 years – developing learning materials for young children and parents – mobilising the traditional leaders' participation in improving services for young children

Malaysia

Young Children in Child Care

Federal Land Consolidation and Rehabilitation Authority – FELCRA

1992

LOC: FELCRA schemes nationwide

TAR: child care workers and parents residing in these government land reclamation schemes; and extension officers responsible for child care provision on the schemes

OBJ: to develop an integrated child care programme for families on the schemes

STR: developing an appropriate training package for home-based and centre-based child care workers – training trainers to respond to the needs of child care workers – producing training, teaching and play materials – obtaining government accreditation for a training programme

Childhood Friends

Persatuan Sahabat Wanita Selangor (Friends of Women)

1993

LOC: Petaling Jaya

TAR: women and children living in squatter settlements on the periphery of the capital

OBJ: to develop a comprehensive child care

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programme for squatter communities

STR: expanding existing centres to take children under 4 and over 6 years – using a child-to-child approach – maintaining services such as a library, publications production and training – advocating for government provision of child care services in squatter areas

Growing up strong

Pre-school Teachers Association, Northern Zone

1993

LOC: Taiping

TAR: pre-school teachers, children on plantations and in rural areas

OBJ: enhance the leadership, community development and teaching skills of pre-school teachers; strengthen attempts to make pre-school facilities available, and improve their quality

STR: developing teaching materials and resources – parent education in child development – establishing and managing rural pre-schools – providing management training for pre-school teachers – producing a newsletter for pre-school teachers, parents, plantation managers

Child's play

Partners of Community Organisations (PACOS)

1993

LOC: Kipouvo

TAR: children of indigenous families

OBJ: to investigate the educational status among indigenous children in rural areas; to carry out a pre-school pilot project for rural children and women; to develop an indigenous-based education programme

STR: develop an appropriate curriculum based on language, culture, the environment and locally available materials – training para-professionals to run the pilot pre-schools – use the pilot pre-school as a training centre for PACOS and project staff

Partnership for Building Skills

Management Institute for Social Change

1994

LOC: Kuala Lumpur

TAR: selected Malaysian non-governmental organisations

OBJ: to strengthen training capacity; improve skills in ECD, management, programme planning, community participation, monitoring, evaluation; develop training modules, curricula and guidelines

STR: needs assessment – residential workshop – training programmes in the field – second workshop on feedback – documentation and evaluation

Mexico

Educación inicial del niño refugiado (Early education of the refugee child)

Comisión Mexicana de Ayuda a Refugiados (Mexican Commission for Assistance to Refugees)

1990

LOC: Guatemalan refugee camps

TAR: Guatemalan refugees

OBJ: to support Guatemalan refugee parents to improve the care and early stimulation of their young children

STR: training *promotores* from the refugee community in working with parents – parental counselling to restore the psychological condition of refugee children – improving the health and nutritional condition of the children

Educación popular infantil (Popular education for young children)

Enlace de Comunicación y Capacitación and Centro de Encuentros y Dialogos (ENLACE – Network of Communication and Training and CED – Centre for Meetings and Dialogue)

1992

LOC: Mexico City and State, and State of Morelos

TAR: urban community associations that run child care and education services for children aged 0-6 years from low income families

OBJ: to create a network of early childhood support organisations

STR: training and educational materials to community-based day care centres – enabling neighbourhood associations to establish and support non-formal day care centres – formulating policy guidelines and recommendations for public sector support in developing a non-formal day care system in urban areas – training volunteer and professional staff of community organisations – organising public awareness campaigns on children's rights

***Nuevos Espacios Educativos* (New spaces for education)**

Centros de Estudios Educativos (Centre for Educational Studies)

1993

LOC: Mexico City

TAR: community-based day care centres in Mexico City, and their staff, parents and other relatives of children who attend the centres

OBJ: to improve parental and community support for neighbourhood day care centres, and to develop an approach that will improve partnership between staff of these centres and family networks

STR: developing techniques and programmes to promote parental participation – improving the understanding and practice of intermediate organisations in promoting parental involvement – developing educational materials, training videos and manuals for dissemination – reinforcing the associations of non-formal community-based day care centres in urban environments

***Seminario de Evaluación* (Evaluation Seminar)**

Colectivo Mexicano de Apoyo a la Niñez (COMEXANI – Mexican Coordinating Group for Children and Youth)

1994

LOC: Mexico City and nationwide

TAR: member organisations of COMEXANI that are working to improve the situation of children and youth in Mexico

OBJ: to develop the evaluation capacity of COMEXANI's member organisations

STR: series of six one-week workshops to train 30 people in different evaluation models and techniques – support to participants between workshops in carrying out evaluations of their own organisations – publication of the 15 resulting evaluations – a publication on the process for presentation to a concluding workshop

Morocco

ATFALE

Université Mohammed V

1990

LOC: nationwide

TAR: workers and teachers in Koranic pre-schools, children aged 3-5 years attending these pre-schools

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OBJ: to consolidate training activities; and to develop a long-term vision in relation to childhood policies and practices nationally

STR: production of theoretical and pedagogical documents to support initial and in-service training of pre-school teachers – study of the needs of children 0-3 – definition of plan and strategies for national dissemination – networking with other Maghreb countries

Koranic pre-schools

Ministry of Education

1990

LOC: nationwide

TAR: teachers in Koranic pre-schools, their supervisors, school inspectors, and children aged 3-5 years, attending the Koranic pre-schools

OBJ: to consolidate training activities so far developed and explore possibilities for national dissemination

STR: consolidation of training activities in seven districts – building capacity to conceptualise, produce and use low-cost educational materials – continued collaboration between staff of the Koranic pre-schools and the ATFALE team (see above) – definition of plan and strategies for national dissemination

Mozambique

Hulene project

Ministerio de Coordinacão da Accão Social (MEAS – Ministry of Coordination for Social Action)

1989

LOC: Hulene, Maputo

TAR: displaced families in the urban area of Hulene, many of whom are destitute and unskilled migrants; women, young children and adolescents and old men

OBJ: to develop an integrated approach that includes child care services, training and health care; and to develop a cadre of early childhood workers to work with children and the larger community in open spaces

STR: developing an early childhood curriculum and related in-service training programme – developing locally produced educational materials – stimulating parent and community involvement in agricultural production to meet the children's nutritional needs – piloting an alternative child care approach which integrates children in several age groups – testing replicability in other areas of the country

Ilha de Moçambique

Associacão dos Amigos da Ilha de Moçambique (AAIM) (Association of Friends of the Isle of Moçambique)

1990

LOC: Ilha de Moçambique and surrounding Districts

TAR: families with young children and displaced persons

OBJ: to develop a community-based early childhood care and development programme involving displaced persons and indigenous families from different cultural backgrounds

STR: training community women to work with children and with parents – developing an adult education programme, aimed specially at mothers – seeking to improve parents' understanding of children's developmental needs, nutrition, health and hygiene – developing a training programme for monitors based on traditional skills and the richness of the local culture – developing community organisations to increase family production

Children and war

Save the Children Federation (SCF-USA)

1992

LOC: Nampula and nationwide

TAR: displaced families and children

OBJ: to develop integrated child development activities

STR: pilot project in Nampula province – strengthening existing indigenous child care systems – documenting indigenous practices which help meet the socio-emotional needs of the community – involving and providing training to the provincial government in community-based approaches to ECD in order to have an impact on provincial and national ECD policy – documenting the project experiences – establishing a national NGO to take over the project nationally

Country support programme

Ministerio de Coordinacão da Accão Social (MEAS); Association of Friends of the Isle of Moçambique (AAIM); Save the Children Federation (SCF-USA)

1994

LOC: nationwide

TAR: local staff of the partner agencies and NGOs working with young children and their families

OBJ: to stimulate the vitality of government agencies and NGOs so that they become more effective in their practice

STR: developing the training and resource base of the government and NGOs – coordination and sharing experience and expertise – building up capacities in planning, management and documentation – training ECD workers in appropriate skills – networking – experimenting with small scale initiatives

Namibia

Erongo Pro-Child Initiative

The Rössing Foundation

1993

LOC: Western Erongo

TAR: ECD workers, parents and children, and community/church/school leaders in the Erongo region

OBJ: to develop a resource and training capacity, and respond to the needs of children and child care workers in the Erongo region

STR: developing a community-based ECD approach suited to local needs – developing a training and support strategy to reach out to large numbers of early childhood workers and parents – building community strength by mobilising support groups – contributing to the national ECD coalition consisting of NGOs and the government

Partnership for Children

UNICEF

1993

LOC: nationwide

TAR: children, families, individuals and agencies involved in ECD nationwide; ECD workers, community leaders, and policy makers; the Ministry of Regional and Local Government and Housing; and the Ministry of Education and Culture

OBJ: to strengthen the Government's position as an advocate for children and a leading force in building a national ECD coalition; to build ECD structures within the ministries

STR: providing the expertise necessary for the Government, community organisations, NGOs and churches to develop an appropriate and sustainable national programme on ECD –

enhancing parents', families' and communities' abilities to create and sustain the social, cultural and environmental conditions for growth and development – designing culturally sensitive approaches in working with disadvantaged children – developing appropriate training materials for early childhood workers and community care givers – offering advice on facilities, equipment and learning materials

Namibian Child Development Network

Council of Churches in Namibia – Children's Desk
1993

LOC: nationwide
TAR: women, adolescents, young children, and refugees reached by church-based early childhood initiatives throughout the country
OBJ: to develop a training and resource capacity to respond to the needs of children and early childhood workers
STR: developing a training and resource network for ECD workers, home visitors, childminders and trainers – working in centres, home-based and community child initiatives – developing, producing and disseminating educational resources – enhancing parental awareness and information on children's developmental needs – expanding and strengthening community services to young children by mobilising parents and support groups

The Netherlands

Dit Ben Ik (This is me)

Anne Frank Organisation
1992

LOC: Amsterdam and surrounding area
TAR: children aged 4-7 years and their teachers
OBJ: to develop a multicultural curriculum for children aged 4-7 years to be used within the formal primary school system
STR: creating opportunities for children's social, emotional, cognitive, creative and behavioural development – improving the social climate in multicultural classrooms by stimulating children's self-confidence and encouraging group processes – encouraging parents' participation in primary schools, and supporting their educational role – providing teachers with methods and instruments to allow a better understanding of the children and their backgrounds

Kind in de Buurt (Child in the neighbourhood)

Stichting het Kind in de Buurt (Child and Neighbourhood Organisation)
1992

LOC: nationwide
TAR: young children in disadvantaged areas aged 0-4 and their parents; child care workers; adolescents and teachers in lower vocational schools
OBJ: to overcome social poverty through an intervention programme for young children, adolescents, parents and future parents, and day care staff; to disseminate nationally its educational materials and methodologies
STR: using existing national and regional institutions working in the area of youth welfare and teacher training to disseminate the *Kind in de Buurt* approach – advocating and promoting the project – influencing national educational policies by raising issues at national conferences

Kind in de Buurt (Limburg) (Child in the neighbourhood)

Stichting Pro Infantibus (Organisation for infants)
1990

LOC: Maastricht
TAR: children aged 0-4 years and their parents living in disadvantaged areas who are using subsidised child care provision; child care workers; adolescents and teachers in lower vocational schools
OBJ: to create a system of activities within existing institutions and agencies that can respond to the needs of the target groups, and to develop expertise and promote cooperation between the various relevant institutions in Maastricht
STR: training staff of the centres – raising awareness in parents of their children's needs – parent education – parenting skills training for adolescents using the educational materials developed in the project *Het Kind in de Buurt* in Groningen – evaluating the project approach to disseminate the outcomes to other institutions

Moeders informeren Moeders (Mothers inform mothers)

Nederlands Instituut voor Zorg en Welzijn (NIZW – Netherlands Institute of Care and Welfare) and *Kruisvereniging Breda* (Breda Health Care Association)
1991

LOC: Breda
TAR: first time mothers and their babies living in two disadvantaged neighbourhoods of Breda
OBJ: to improve the effectiveness of services to disadvantaged young children and mothers
STR: developing a support programme for families – training experienced mothers as home visitors to new mothers in their community – continuously evaluating the process and outcomes to create a transferable methodology – disseminating the learning through publications and seminars

Samenspel (Joint action)

Stichting de Meeuw (Seagull Organisation)
1992
LOC: Rotterdam
TAR: immigrant children aged 2-4 years and mothers living in inner city areas of Rotterdam
OBJ: to provide day care facilities for immigrant families who rarely use existing services
STR: organising play afternoons for immigrant children and their mothers – training professional play group workers – integrating play afternoons for immigrant children within the existing day care provisions in education priority areas – developing stimulation activities to facilitate immigrant children's transition to the formal school system – designing parent education activities to match the needs expressed by the mothers – developing a manual about the *Samenspel* approach – disseminating the approach to other areas in Rotterdam

Netherlands Antilles

Opvang 0-4 Jarigen (Care for children aged 0-4 years)

SIFMA (*Sentro di Informashon na bienestar di Mucha* – Information centre for the welfare of children)
1993
LOC: Curaçao and other islands of the Netherlands Antilles
TAR: care givers in institutional and home-based care for children aged 0-4 years and parents
OBJ: to improve the quality of institutional and home-based day care through upgrading care givers and involving the parents of children aged 0-4 years; and to advocate for good day care policies and influence decision makers

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STR: institutionalising a training centre and its programme for child care givers and parents – assisting all the islands of the Netherlands Antilles to strengthen training and counselling services for day care personnel – advocating for legislation and public support for child care and parent education programmes – workshops and support groups for parents – providing after-school care in home-based nurseries, community centres and schools – producing written and audiovisual materials for dissemination purposes

New Zealand

Anau Ako Pasifika (Family education in the Pacific way)

Early Childhood Development Unit
1987

LOC: Wellington, Auckland, Tokoroa and nationwide
TAR: Pacific Islander families
OBJ: to consolidate and disseminate the home-based intervention programme developed in earlier phases
STR: developing a sustainable model for culture-based home intervention programme – strengthening Pacific Islands 'language nests' and community early childhood centres – training programmes for mothers, care givers and volunteer home visitors – parenting programmes – creating parent support groups – monitoring children's progress at primary school – developing low-cost, culturally appropriate materials – developing networking links and advocacy activities to influence policy makers

Kaiawhina Project (Mentors project)

Presbyterian Support Services (Northern)
1993

LOC: Bay of Plenty, North Island
TAR: Maori and white teenage mothers and their babies living in disadvantaged areas in the Bay of Plenty region
OBJ: to develop a community-based, mobile, regional outreach programme in both rural and urban areas of the Bay of Plenty
STR: providing flexible, comprehensive and culturally appropriate early childhood development services involving mothers, parents and the extended family – contributing knowledge on bicultural early childhood interventions, and improving and developing new cost-effective methods – building a network of mentors (*Kaiawhina*) who have practical skills and community respect – training the *Kaiawhina* – running a custom-designed, mobile bus with materials, video, displays, toy library and a clinic

Nicaragua

Pre-escolares Populares (Community pre-schools)

Ministry of Education
1990

LOC: Northern and Central Regions
TAR: children aged 3-6 years, para-professionals, parents, Ministry personnel
OBJ: to embed the project approach in the statutory child care services
STR: training Ministry staff, teachers, parents and volunteers – strengthening cooperation between governmental and non-governmental services in the areas of health, nutrition and community development – making resources available to communities to establish pre-schools, and for small-scale income generating activities for women – adapting, improving and distributing training and educational materials

Los Cumiches (The youngest ones)

Centro de Educación y Comunicación Popular (CANTERA – Centre of popular education and communication)
1992

LOC: Ciudad Sandino
TAR: children aged 0-10 years
OBJ: to develop a programme that aims at the holistic development of children aged 0-10 years in Ciudad Sandino
STR: broadening and reinforcing the training methodology for *promotores*, resource people and parents – searching for ways to sustain and steer the programme with locally available resources – establishing a central office, documentation centre, and three day care centres – arts, crafts, music, personal development, school preparation activities – publishing results of discussions as strip cartoon magazines

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Niño-a-niño (Child-to-child)

Centro de Información y Servicios de Asesoría en Salud (CISAS – Centre of information and support for health)

1992

LOC: nationwide

TAR: children who look after younger siblings, school teachers

OBJ: to implement a child-to-child approach to early childhood health and development

STR: training professionals and para-professionals in child care and community development – training children and adolescents in health, nutrition and child stimulation – raising awareness among organisations – advocating for cooperation among organisations involved in community development – developing training materials – developing audiovisual materials for dissemination

Centros Infantiles (Early childhood centres)

Comité Pro Ayuda Social (Committee for Social Assistance)

1994

LOC: Managua

TAR: staff of NGOs and public sector agencies; para-professionals in pre-school centres

OBJ: to upgrade the Comité into an NGO capable of designing and implementing community-based day care programmes; and to improve the quality of the 10 community-run pre-school centres in the San Judas *barrio*

STR: training workshops for staff focusing on effective collaboration with community volunteers, activities to encourage parental involvement, advocacy strategies – identification of funding sources to ensure continuity – training workshops for para-professionals

Nigeria

Nigeria Child Development Programme

UNICEF (Nigeria)

1992

LOC: nationwide

TAR: children and para-professional pre-school workers and care givers in villages in rural areas

OBJ: to assist community members to establish and run pre-schools, using these schools as a base for health, nutrition and community development activities

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STR: training care givers, teachers and teacher trainers – developing teaching materials – promoting action-research to improve project operations – training parents in educational toy production for pre-schools – advocacy at national, state and local levels on behalf of young children – promoting health and nutrition activities

Pakistan

Kodakistan Education project

International Rescue Committee
1987

LOC: North Western Frontier Province
TAR: Afghan refugee children and their families in refugee camps in Pakistan
OBJ: with a view to repatriation, to enhance the impact of pre-school education programmes
STR: training pre-school teachers – developing training and educational materials in two Afghan languages – creating small pre-school centres – establishing satellite training/model centres

Peru

National non-formal education programme

Ministeno de Educación (Ministry of Education)
1990

LOC: nationwide
TAR: rural and urban young children aged 0-5 years
OBJ: to develop a culturally relevant ECD approach for Amerindian children aged 0-3 years and to widen project impact among children aged 3-5 years in rural and urban areas
STR: extending autonomous regional teacher training – disseminating methodology – expanding programme to include health and nutrition and children aged 0-3 years – training parents, monitors and private and public organisations – integrating programme into that of Ministry of Education – developing curricula – designing policies

Portugal

RADIAL (*Rede de Apoio ao Desenvolvimento Integrado do Algarve* – Support Network for Children and Community Development in the Algarve)

In Loco
1985

LOC: Algarve region
TAR: children aged 3-14 years and families in the isolated mountainous areas of north east Algarve; and para-professionals, pre-school teachers and other private or public educational agents
OBJ: to enable implementation of project's child development work regionally, evaluate it and open up new experimental possibilities in education, health and social welfare
STR: developing information and training packages – disseminating methodology, materials and approaches – maintaining a close involvement in programme implementation – creating and supporting child development centres

Escolas Isoladas (Isolated schools)

Instituto das Comunidades Educativas (ICE – Institute of Educational Communities)
1992

LOC: nationwide
TAR: policy makers and providers of formal and non-formal education for young children in isolated areas
OBJ: to support the development and continuation of appropriate educational resources and facilities for young children
STR: promoting and sustaining networking partnerships promoting innovative teacher training for pre-school and primary school teachers – providing validated experience in ECD and primary school services – providing a national platform for formulation of policy options and exchange of learning experiences – supporting programmes and launching initiatives – mobilising and optimising human and material resources – creating a resource and documentation centre

Mobile ECD

Instituto das Comunidades Educativas (ICE – Institute of Educational Communities)
1994

LOC: nationwide

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TAR: families with children aged up to 5 years living in rural areas in five regions

OBJ: to consolidate and expand coverage of mobile ECD activities and to institutionalise the project's components

STR: monthly visits by mobile pre-school teachers to children's homes – group outings for isolated families to pre- and primary schools – training workshops involving primary school teachers and local public and private organisations – cooperation and networking at national level with appropriate programmes and at European level with similar initiatives – dissemination of content, methodologies and outcomes through publications and seminars

Singapore

National Institute of Education

National Institute of Education

1983

LOC: Singapore

TAR: children, parents, teachers, policy makers

OBJ: to disseminate the findings of a study on the social and cognitive development of children in Singapore

STR: training for pre-school teachers and supervisors – support networks of pre-schools – public seminars, publications, radio talks, newspaper articles

South Africa

Ntataise

Rural Pre-school Development Trust

1981

LOC: nationwide

TAR: teacher trainers, pre-school workers, parents and community members

OBJ: to provide technical and structural support to organisations which work to improve conditions for young people on farms

STR: providing in-service training – developing training, information and support materials – developing a model parent education programme for dissemination – sharing experiences – advocating for rural pre-schools

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Grahamstown project

Centre for Social Development, Rhodes University

1984

LOC: Eastern Cape

TAR: pre-school teachers, teacher trainers, and home visitors in rural and urban squatter settlements around Grahamstown.

OBJ: to establish and support pre-schools, and to support rural outreach work

STR: providing training for trainers, pre-school teachers and home visitors – developing theme-based support packages for pre-schools and home care groups – improving functioning and content of parent education programmes

Chatsworth Early Learning Centre

Community Education and Development Trust

1984

LOC: Durban

TAR: African communities living in townships and informal-settlements adjoining their original Indian suburbs of Durban

OBJ: to deliver support and training services to pre-school programmes; and, through the pre-school sector of the National Education Coordination Committee, to influence future policy development

STR: providing a regional resource for in-service training, for upgrading of existing pre-school programmes, and for developing alternative forms of early child care and education – extending parent education programmes and including leadership training – advocating for homeless, imprisoned or working children

Training and Support to Community Pre-schools

Western Cape Foundation for Community Work

1987

LOC: Western Cape

TAR: teachers, pre-school assistant teachers, and supervisors; children and their families, deprived communities, project staff

OBJ: to support and empower care givers, child care activities and their local communities, and build capacity in the organisation

STR: extending the support programme into two rural communities of impoverished farm labourers – further developing training for pre-school supervisors, teacher trainers and teacher aides – organising and supporting home visiting programmes and the training of childminders – improving the organisation's skills in programme development and implementation

Family in focus

Western Cape Foundation for Community Work

1993

LOC: six townships around Capetown

TAR: childminders, home visitors, children

OBJ: to develop and operate a home-based intervention approach; in liaison with other regional initiatives, to develop a common vision of alternatives to centre-based work; to advocate for ECD

STR: reinforcing and building on the knowledge of parents and care givers – developing mutual support and networking between communities and partner agencies – monitoring activities – providing multi-disciplinary training – creating self-supporting groups – documentation

Entokozweni

Entokozweni Early Learning and Community Services Centre

1986

LOC: township of Moletsane, Soweto

TAR: children, families, and the community

OBJ: to ensure long-term sustainability of the Centre

STR: generating local support – reviving a parenting education programme – providing enhanced training and materials for teachers, childminders and, via an outreach programme, workers in other centres – advocating locally and nationally – fundraising – establishing a replicable and relevant home-based intervention programme

Border Early Learning Centre

East London and Border Association for Early Childhood Educare

1987

LOC: East London and the surrounding area

TAR: teachers of young disadvantaged children, pre-school administrators

OBJ: to further develop its in-service training provision; to further develop and disseminate its approaches and materials; to further refine its accreditation standards for pre-schools

STR: disseminating and providing technical assistance through cooperation with other agencies – expanding its local support network – maintaining continuous contact with communities – evaluation of responses from communities and local groups

Kwandebele

Learning for All Trust
1994

LOC: Northern Transvaal
TAR: parents and care givers
OBJ: to improve parents' and care givers' early childhood skills, reach children who are not yet reached, to train and equip a training team, to train cadres of 'barefoot educare workers'
STR: providing field-based interactive workshops for care givers in their own language to become 'barefoot educare workers' – providing support to these care givers by living in their communities – training additional facilitators

Orange Free State Consortium

Kopanang Association of Training Agencies
1994

LOC: Bloemfontein
TAR: families living in four 'informal' settlements, para-professional mothers
OBJ: to upgrade care givers' skills, to increase access to early learning opportunities, to develop a model for early learning provision which can be used throughout the region, to train trainers
STR: training of trainers to improve the interaction between para-professional workers and children – equipping the early childhood worker with skills to support both young children and the community

Umlazi Childminding

Umlazi Child Welfare Society
1994

LOC: Umlazi, Natal
TAR: children under 8 living in Umlazi township
OBJ: to upgrade existing childminding facilities, and involve the community in this process
STR: training childminders – improving existing facilities – involving the community in curriculum development – documenting the community's efforts in upgrading the facilities

Spain

Capitulaciones 92

Ayuntamiento de Santa Fé (Municipality of Santa Fé)
1989

LOC: five municipalities in the province of Granada
TAR: pre-school and primary school children and their

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families; gypsy families; future and first time mothers; teachers

OBJ: to consolidate and diversify existing programmes for pre-school children, parents, adolescents and teachers, and disseminate them

STR: operating family drop-in centres, crèches and a programme for future mothers – home visiting – training teachers – developing inter-agency cooperation at local, provincial and regional level

Context Infancia (Context of childhood)

Ayuntament de Barcelona, Patronat Municipal de Guarderies Infantils (Department of Pre-school Education, City of Barcelona)

1989

LOC: four areas of the city of Barcelona

TAR: children aged 0-6 years, adolescents, first time mothers and families from gypsy, immigrant and working class communities

OBJ: to further develop an integrated approach to the education of children under 6; to diversify ECD interventions in response to linguistic, cultural and ethnic needs

STR: promoting parental and community involvement, and inter-agency cooperation – responding to training needs of professionals – supporting family drop-in centres, home interventions and inter-cultural education – producing research material

Preescolar Na Casa (PNC – Pre-school in the home)

Caritas Lugo

1994

LOC: Galicia

TAR: rural families with children under 6

OBJ: to improve the quality of PNC's family-centred activities through a staff training system and programme support structure

STR: training sessions for staff and parents – enhancing parents' role in ECD activities – training parents to become para-professionals and to work with other families – evaluating the efficacy of the programme – disseminating innovative approaches – networking – home visiting

Swaziland

Early childhood development programme

Ministry of Education

1990

LOC: the cities of Manzini, Mbabane and Hlatikhulu

TAR: parents, community members, teachers and trainers

OBJ: to support the development of early childhood development programmes locally and nationally

STR: training trainers and teachers – developing teaching, learning and play materials, and curricula – parent and community education programmes – contributing to the formulation of a national curriculum

Thailand

A chance for children

Foundation for Slum Child Care

1991

LOC: Nongkhaem, Bangkok

TAR: children aged 0-5 years and women living in three sites around the Nongkhaem garbage dump

OBJ: to provide a safe and stimulating developmental environment for young children, to enable children to grow to their full potential

STR: monitoring children's health and nutritional status – upgrading parents' knowledge about child development – enhancing child rearing skills – training members of the community in child care and development stimulation – enhancing family relations

CONNECT project

Ecoles sans Frontières (ESF – Schools without frontiers)

1994

LOC: North East

TAR: children aged 0-8 years

OBJ: to improve child rearing practices, living conditions and learning opportunities for young children; to improve access to existing ECD resources

STR: establishing child care centres – promoting the importance of holistic development of children – raising awareness of children's needs among educators, health practitioners and parents – supporting community-based approaches in child care – collecting and disseminating experiences – advocating on children's issues

Making Friends

National Council for Child and Youth Development

1994

LOC: Bangkok

TAR: early childhood workers

OBJ: to promote advocacy skills among the ECD network; to identify issues and gaps in existing ECD policy and practice

STR: collecting information about NGO work in early childhood development – organising training and workshops – disseminating information on early childhood and advocating on behalf of young children – promoting the coordination of children's services

Showing Potential

Maya: the Art and Cultural Institute for Development
1994

LOC: Bangkok and Isan Province

TAR: children under 6, teachers, parents and care givers

OBJ: to investigate regional ECD practices that enable communities to create a curriculum for children which is sensitive to local culture; and to stimulate critical thinking in children and those connected with children

STR: strengthening groups that are already active in early childhood issues – running workshops and mobile exhibitions – identifying traditional bodies to promote early childhood

Trinidad and Tobago

Regional Training and Resource Centre for the Caribbean

SERVOL (Service Volunteered for All)
1990

LOC: the Caribbean

TAR: teachers, community-based service providers, government officials and policy makers

OBJ: to provide training programmes in early childhood and adolescent development and parenting

STR: disseminating SERVOL's educational message (which includes enabling disadvantaged communities to establish and maintain education programmes) – refining a teacher training curriculum – providing training directly – providing financial assistance to pilot projects – organising annual meetings for policy makers and practitioners

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Choices

Child Welfare League

1994

LOC: Trinidad

TAR: teenage mothers and their children

OBJ: to pilot a preventive and remedial programme to enhance the quality of life of teenage mothers and their children

STR: working with health clinic staff and community groups – running family life programmes in schools and community centres – providing health, counselling and day care services – disseminating information on family planning, child rearing, nutrition and domestic violence – home visiting by nurses

Turkey

Geçekondu Children

Foundation for the Support of Women's Work

1993

LOC: municipalities of Bakirkoy and Kucukcekmece, Istanbul

TAR: children aged 0-6 years and their parents living in the *geçekondus* or squatter areas; professionals and para-professionals working with the children and parents

OBJ: to develop and expand quality, culturally appropriate child care services with the participation of parents, the community and the municipalities

STR: establishing a child care unit in the local women's training and resource centre and two more units in the communities – developing a new pre-school education programme – providing non-formal training programmes for women on child care and education, and their own development – training women from the community as para-professionals for work with children and mothers at home

United Kingdom

Cynon Valley

Save the Children Fund, UK

1991

LOC: Cynon Valley, South Wales

TAR: children under 11 years and their families in two isolated and marginalised estates

OBJ: to enable parents to articulate and prioritise their needs, and identify resources to satisfy them; to influence policy and planning at local and national level

STR: identifying key community organisations and providing training and support for members – enabling their involvement in planning and developing services and support structures – enabling inter-agency cooperation – advocacy – extending child care services under community control – disseminating project experience

Young Families Now

University of Aberdeen

1986

LOC: the City of Aberdeen and the Grampian Region of Scotland

TAR: young families, community workers, nursery nurses, teachers, health workers and para-professionals

OBJ: to create a training and advisory team and integrate it into regional structures serving voluntary and statutory agencies in northeast Scotland; to extend its dissemination and advocacy role; to become self-sufficient

STR: vocational training and production and distribution of materials – workshops and seminars – management of community projects – development of local parent/professional networks – research

National partnership

Scottish Network – Family Policy Resources Unit

1992

LOC: Scotland

TAR: community and child care groups in rural and urban settings; national voluntary and governmental agencies

OBJ: to create a self-sustaining national network of early child care and education organisations; to influence national policies; to provide training and access to resources

STR: developing a support framework and training models – setting up a resource base – workshops, seminars and conferences – dissemination and advocacy

Assessment and qualification

Scottish Network – Family Policy Resources Unit

1994

LOC: Grampian Region

TAR: early childhood workers in the voluntary sector
OBJ: to assess the feasibility of training and accreditation of early childhood workers
STR: providing opportunities for assessment of child care workers on the job – testing the viability of the national training-assessment system – influencing and lobbying for changes in funding policy for training at national level

Scottish Coalition

Scottish Network – Family Policy Resources Unit
1994
LOC: Scotland
TAR: voluntary early childhood organisations
OBJ: to promote accessible, quality early childhood services in disadvantaged communities by supporting practice and informing policy; to help early childhood and family projects identify possible resources for their work
STR: forming a coalition with other voluntary sector organisations – setting up a self-sustaining national training and consultancy programme – reviewing existing financial and resources possibilities, and negotiating for new funding opportunities

Quality in diversity

Goldsmiths College, University of London
1994
LOC: England and Wales
TAR: early childhood workers in the statutory education and social services, and voluntary and private sectors
OBJ: to upgrade capacity within early childhood organisations nationally
STR: disseminating the philosophy and materials – developing a national framework for provision of services to under-eights – publishing curriculum guidelines in conjunction with practitioners, parents, and service providers

United States of America

Peer education project

Federation of Child Care Centers of Alabama (FOCAL)
1986
LOC: Alabama
TAR: young African-American children and their parents
OBJ: to enable day care providers to support effective

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learning and positive socialisation by marginalised children; to develop FOCAL into a resource agency with a wider geographical impact

STR: developing ways of countering institutionalised oppression through positive alternatives to mainstream education provisions – enabling participants to overcome 'negative racial scripting' – training – networking – advocacy – documenting FOCAL's training and curriculum approach

MIHOW dissemination programme

Vanderbilt University, Center for Health Services

1987

LOC: rural areas in West Virginia, Virginia, Kentucky and Tennessee; and the city of Nashville

TAR: low-income communities in Appalachia which lack access to health care

OBJ: to consolidate the project's empowerment model for women and further develop it into related fields through the MIHOW (Maternal Infant Health Outreach Worker) Programme; to increase the project's impact; to link to health and social services

STR: enabling women to initiate and maintain family support services – home visiting – addressing pregnancy prevention, child abuse, family day care and school advocacy – developing new training materials and guides and providing training – disseminating through networking – advocacy

Boston Housing project dissemination programme

Committee for Boston Public Housing Inc. (CPBH)

1984

LOC: Boston

TAR: local tenants organisations, state and national public housing agencies, regional child care alliances, Headstart programmes and public schools, curriculum development agencies

OBJ: to document an anti-bias curriculum for working with young children; to build a stable dissemination capacity that is fully integrated within the CPBH structure

STR: producing written and audiovisual tools – equipping the dissemination staff with presentation, communication and training skills – initiating information sharing and training processes with relevant inner city agencies – documentation and dissemination of an anti-bias curriculum – highlighting the role of parents in its approach

Dissemination Circle of Learning programme

Denver Indian Centre, Inc.

1985

LOC: Denver

TAR: Native American early childhood educators; curriculum development agencies

OBJ: to upgrade nationally American Indian early childhood educators' knowledge and teaching skills based on the multicultural curriculum 'The Circle Never Ends'

STR: documentation – training trainers – familiarising and training regional early childhood agencies in the curriculum – acting as mentor for senior regional early childhood staff

Glades Community-based Development Project

The Community Foundation for Palm Beach and Martin Counties

1991

LOC: The Glades, Florida

TAR: 38,000 permanent residents of whom 60 per cent are African-Americans or of Haitian origin, living below the poverty line and belonging to female-headed households

OBJ: to promote and coordinate collaborative action in economic development, health and nutrition, early childhood education and care, parent support and youth work

STR: establishing projects – strengthening the leadership and capacity of the communities to enable them to identify problems, formulate programmes, and secure funding – introducing successful work models from similar settings – advocating at county, state and national levels

Teenage parenting support

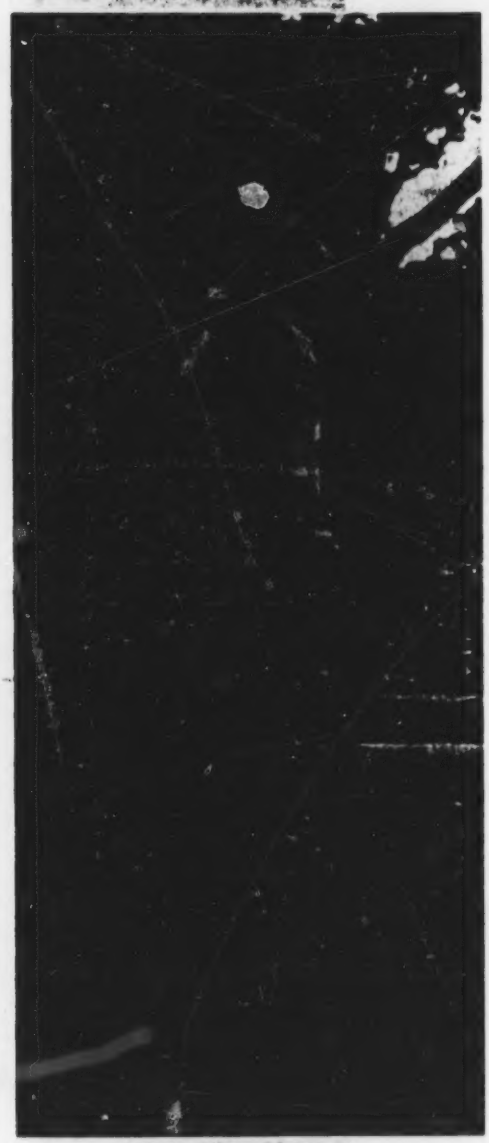
Community Studies Inc.

1985

LOC: New York

TAR: child and school advocates; school principals and teachers; key decision makers in the educational and political arena; teenage girl students (12-16 years) from two middle schools and their children in Lower East Side and Harlem

OBJ: to ensure the provision of educational facilities and child development resources for teenage parents



STR: advocacy – training – supporting a Teenage Parent Resource Centre and a Teenage Parent Council – establishing and supporting a permanent city-wide task force on pregnant and parenting adolescents – devising and implementing an adolescent parent mentoring programme – conducting ethnographic studies about the situation of very young teenage parents and their children

Venezuela

Proyecto Pacomin

Fundación para la Atención a la Infancia y la Familia (FUNDAPRIN - The Foundation for Attention to Children and Families)

1991

LOC: Punto Fijo and Coro, Peninsula of Paraguaná

TAR: young children and families

OBJ: to meet the development and health needs of young children and their families

STR: supporting the establishment of community groups – refining training methodologies – developing, designing and producing child development materials – training *animadoras* (community animators) – promoting pre-schools – collaboration with local universities, local NGOs and the Ministry of Education

Centros de Capacitación (Centres of training)

Centros Comunitarios de Aprendizaje (CECODAP – community centres of learning)

1994

LOC: nationwide

TAR: child care providers in community organisations and neighbourhood associations

OBJ: to improve the quality of community-based child care programmes; to enable intermediary organisations to provide training in their regions

STR: training of community and child care workers – increasing access to training for staff of voluntary organisations – developing training materials – establishing a national community child care training network

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Zimbabwe

Pre-repatriation initiatives Mozambican refugees

Centre for Development Information and Education (CIES)

1988

LOC: refugee camps in Zimbabwe and settlements in Mozambique

TAR: Mozambican refugee families

OBJ: to intensify the training and orientation of trainers and ECD workers in preparation for repatriation and reintegration

STR: mother-child educational activities – using materials from Mozambique – culturally relevant resource centre – strengthening training in health and nutrition education – establishing links with authorities in Mozambique to facilitate reintegration – providing information to families in the camp

Rural community project

Centre for Development Information and Education (CIES)

1992

LOC: district of Chipinge

TAR: mothers and children in rural communities and villages surrounding the Mozambican refugee camps

OBJ: to develop a low-cost, rural early childhood approach

STR: selecting and training mothers from the communities/villages as early childhood workers – promoting and developing viable income generating activities – developing links with experienced and well-resourced organisations

Rural pre-school project

Ministry of Primary and Secondary Education

1986

LOC: nationwide

TAR: para-professional pre-school teachers in rural areas

OBJ: to upgrade pre-school education in the rural areas

STR: improving the organisational and professional structure of the national training programme – designing training programmes and facilitating their implementation – training community teachers – advocacy for further development of early childhood education – evaluation – cooperation with NGOs involved in ECD

Kamativi early childhood development programme

National Council of Negro Women

1992

LOC: the Kamativi tin mining area

TAR: migrant labourers and their children

OBJ: to further secure the long-term future of the Kamativi early childhood care and education programme; to improve the nutrition of children aged 2-5 years

STR: cooperating with the Kamativi Mining Company – training and supporting women from the community to work with children and mothers – nutritional and agricultural education – nutrition rehabilitation service – promoting pre-schools as community centres

Kushanda community schools

Federation of Kushanda Pre-schools

1993

LOC: the Chinyika resettlement area and Marondera commercial farm area

TAR: 138 Kushanda pre-schools in these areas

OBJ: to manage and sustain the early childhood care and education programme which operates through these pre-schools

STR: community participation and ownership – cluster workshops for teachers – building the institutional capacity of the Federation – training for parents and teachers – networking

Starting at home

Harare City Council

1993

LOC: high density suburbs of Harare; Sunningdale

TAR: mothers, promoters, children and families from the suburbs

OBJ: to provide experience in the field of home-based care; to expand existing child care services

STR: networking – stimulating collaboration between NGOs and the government – training trainers, house-mothers, health promoters and parents – documentation – evaluation – advocacy

FINANCIAL REPORT FOR 1994

Where the money comes from

The income of the Bernard van Leer Foundation (BVLF) comes mainly from the Van Leer Group Foundation (VLGF), basically a 'holding foundation'. These two Foundations have a common objective. The VLGF realises its objective by making funds available to the BVLF. These funds derive mainly from the dividends received from Royal Packaging Industries Van Leer B.V. (RPIVL) in its capacity of sole shareholder of the latter, as well as from the income out of other investments. RPIVL is a holding company with subsidiaries in some 37 countries, all of which are concerned with the manufacture of various types of containers, packaging and closures. Apart from the funds the BVLF receives from the VLGF there is limited income from other sources. The income in 1992, 1993 and 1994 was respectively NLG 41.9 million, NLG 22 million and NLG 20.5 million. It is anticipated that the Foundation's income in 1995 will amount to approximately NLG 21 million, a slight increase compared to 1994 – but one that coincides with an increase in the number of countries in which the Foundation is allowed to work. At present the Foundation's expenditure exceeds its income from VLGF; and the shortfall is being made good by using reserves and by financial contributions from third parties, including other foundations. Taking these into account, the Foundation's actual expenditure during 1994 was approximately NLG 37 million.

It seems likely that we have now reached the low point in terms of income and we are looking forward to a return to higher levels in the near future.

Where the money goes to

The expenditure of the Foundation is split in two ways. Part of the money is spent supporting the programme. This includes the office in The Hague and the employment of some 50 staff members, the great majority of whom contribute to the Foundation's wide range of programme services. However, a far larger proportion of the expenditure goes to projects. The actual number of projects fluctuates from year to year – this publication includes descriptions of 139 major projects currently being supported by the Foundation. Major projects are usually those which are supported over a period of several years.

When the Foundation's Board of Trustees approves a grant to a major project, a sum of money is earmarked which is expected to last throughout the duration of the proposed project, anything up to five years. Thus, much of the money which is earmarked in a particular year is spent in later years. The sum which is available for earmarking each year is that which is made available by the VLGF and by other sources.

It should be noted that a considerable proportion of the resources used by projects is provided by the partners the Foundation is working with. This usually consists of a mixture of actual money, of physical facilities made available to a project, and of staff time and other services.

Allocation of grants

The statutes of the Foundation state that 'preference' will be given to work in countries where RPIVL is established. However, this does not mean that the Foundation must support projects in all these countries. But the practice is that the Foundation largely abides by this preference. There is no direct relationship between the level of profits made in a country and the level of Foundation spending in that country.

The general principle adopted by the Foundation's Board of Trustees is to allocate funds so that 60 per cent of the total amount available is spent in developing countries and 40 per cent in industrialised countries. In attempting to meet this target, the Foundation has met two problems: that the absorption capacity for projects in developing countries is in many cases limited; and that projects in industrialised countries generally cost much more to run than do those in developing countries. The allocation achieved between 1992 and 1994 was that 47 per cent of the amount available was earmarked for projects in developing countries and 53 per cent for industrialised countries.

The following table lists the amounts, by country, earmarked by the Foundation in 1992, 1993 and 1994. The table refers to sums which were earmarked during these three years and not to sums which were spent. Thus the countries shown in the table do not coincide precisely with the countries listed elsewhere in this Review.

TOTAL EARMARKED 1992 THROUGH 1994 IN MILLIONS OF NLG

COUNTRY	1992	1993	1994	total 92-94	percentage 92-94
Argentina	0.5	<0.1	1.5	2.1	2.5
Aruba		<0.1		<0.1	<0.1
Australia	1.8	0.1	0.9	2.8	3.4
Belgium		0.1		0.1	0.1
Botswana	0.2	0.9	<0.1	1.1	
Brazil	0.2	0.9	0.5	1.7	2.0
Chile	2.1	0.5	0.9	3.5	4.3
China			0.1	0.1	0.1
Colombia	0.4	0.2	0.1	0.7	0.8
El Salvador	0.3	0.1		0.4	0.4
France	0.2	1.6	1.2	3.0	3.7
Germany		0.5	0.1	0.6	0.7
Greece		0.1	0.6	0.7	0.8
Guatemala	0.3	1.2	0.1	1.6	1.9
India	0.2	0.3	1.5	1.9	2.4
Indonesia	<0.1			0.1	<0.1
Ireland	1.3	<0.1		1.8	2.2
Israel	4.2	2.0		9.7	11.8
Italy		2.2	0.2	2.4	2.9
Jamaica	1.5	1.4	0.2	3.1	
Japan				0.1	
Kenya	0.8		0.8	1.6	
Malaysia	0.2	1.1	0.1	1.3	
Mexico	0.8	0.2	0.2	1.1	1.4
Morocco	0.1			0.1	0.1
Mozambique	0.1	0.3		0.4	
Namibia	2.2			2.2	2.8
Neth Antilles	1.0			1.0	1.3
Netherlands	3.5	0.1		3.9	4.7
New Zealand	0.8	1.1		2.0	2.5
Nicaragua	0.7	0.2		1.2	1.4
Nigeria		0.1		0.2	0.3
Portugal	1.6		0.5	2.1	2.5
South Africa	0.5	0.7	3.1	4.3	5.2
Spain		0.2	0.8	4.5	5.5
Suriname				0.3	
Thailand		0.6	0.6	1.7	
Trinidad & Tobago		0.5	0.4	0.9	1.1
Turkey		0.9	0.2	1.1	1.3
United Kingdom	1.0	0.9	0.9	2.8	3.3
USA		3.5	1.8	7.0	8.5
Venezuela	0.6	0.6	1.1	1.8	2.2
Zimbabwe	0.9	0.4	2.0	3.3	4.0
Sub total NLG.(m)	33.5		25.6	82.5	100.0
Special projects	0.9		1.1	3.7	
Miscellaneous	0.6		0.2	1.0	
Total NLG.(m)	34.9	25.5	26.8	87.3	

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ABOUT THE BERNARD

The Bernard van Leer Foundation is a private institution based in the Netherlands. It was created in 1949 for broad humanitarian purposes and now concentrates its resources on support for early childhood development.

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes. The Foundation's income is derived from this enterprise – Royal Packaging Industries Van Leer – which at the end of 1994 was established in 37 countries and whose core business is the manufacture of packaging products.

What are the Foundation's objectives?

The central objective of the Bernard van Leer Foundation is to improve opportunities for young children who live in disadvantaged circumstances. The Foundation uses two main strategies to accomplish this objective:

* it supports the development of innovative field-based approaches in the area of early childhood development; and

* it shares relevant experience with as wide an audience as possible in order to influence policy and practice.

This means that the Foundation supports projects in the field and also advocates for policies and practices that will create improved conditions for children. With experience gained from supporting hundreds of projects in over 50 countries around the world, the Foundation's philosophy and activities are embedded in the realities of life.

The Foundation believes that in order to improve opportunities for young children it is necessary to work with the people who surround them and who can have an influence on their lives. This includes parents, siblings, other family members, communities, organisations that provide services, local and national governments and international institutions.

Project partners

The Foundation does not run any field-based projects itself. Instead, it offers support to organisations in the different countries. These organisations include government departments, local municipalities, academic institutions and non-governmental organisations. These local partners are

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VAN LEER FOUNDATION

responsible for all aspects of a project – development, management, training, implementation, evaluation. They also contribute a proportion of the costs in terms of both money and services.

Project focus

The projects focus on those children from birth to eight years of age who are least able to benefit from educational and developmental opportunities because of social and other forms of disadvantage. These include the children of ethnic and cultural minorities, children living in urban slums, shanty towns and remote rural areas, and children of teenage parents. A key objective in initiating and implementing projects is that their work will have lasting effects. This could mean that the project itself becomes self-sustaining, or that the lessons learned stimulate and inform other work. In some cases projects might start out as experiments. If all goes well, then experiences gained can be shared. This does not mean setting up more projects to do the same thing, but contributing to reflection, planning, practice and evaluation regionally, nationally and internationally.

Some projects cover a small geographical area, others are province or state-wide while yet others are national in focus.

How the projects work

All projects supported by the Foundation have, at their core, the development of young children. Some projects are centre-based which means that they are working in and through pre-schools, nurseries or primary schools. Other projects are home-based and work with families in their own homes and other care givers in the community in order to create understanding and awareness of children's developmental needs. Many projects combine both these approaches and much of the work is carried out by women from the same community who have been trained by the project.

Work with parents and community members might include the importance of play, making toys and equipment from scrap materials and from the natural environment, information and advice on nutrition and health, and other needs of the children. The involvement of parents and other adults helps to build up their own skills and self-confidence. This, in turn, can lead to other improvements in the social and physical environment and in the self-assurance of the community as a whole.

Projects supported by the Foundation base their work on a number of common principles.

* A holistic approach to children's development: this means looking at all aspects of a child's life.

* Emphasising the special role that parents have as the child's first educators: this means that parents do not only learn about what it means to be a parent, they learn that they matter, and they learn that they can change their lives and those of their children.

* Improving the children's environments: this means a community-based approach, working with the adults who care for the children to enable them all to achieve a better life. It builds on the principle that educating children means educating adults.

* Embedding projects firmly in local communities: because in this way people are motivated to tackle their own problems and show that they can produce effective solutions. Solutions that are rooted in the local community, make use of local resources, come under their own control, are affordable, and can be sustained.

Foundation support

Foundation support consists of more than just money for projects and includes a range of technical and other support both from the office in the Netherlands and from the field itself:

* development and support of projects in the field, including training and evaluation;
* dissemination of project outcomes;
* publications and other media;
* access to a documentation centre;
* seminars, conferences and workshops, bringing together practitioners, donors, decision makers and academics;
* networking.

Much of the support which comes from the Foundation is based on what is learned from the field. And much of what is learned in the field comes from similar projects, some also supported by the Foundation, some not.

Projects are encouraged to exchange experiences and information through the process of networking. This takes many forms and happens at different levels. Projects work with other organisations at local, regional and national levels in order to enhance the effectiveness of their activities and also to ensure the spread of ideas and methodologies.

The Foundation also cooperates with other organisations involved in early childhood development and related fields at national and international levels.

The Foundation has just one office in the Netherlands where a staff of 50 people are based. There are no other Foundation offices, nor are any Foundation employees based in the field.

Geographical span

In accordance with its statutes, the Foundation gives preference in project support to countries in which Royal Packaging Industries Van Leer is established. Over 130 projects are being supported by the Foundation in more than 40 countries around the world. These include industrialised as well as developing countries.

Applications for support

* The vast majority of projects supported by the Foundation have arisen following a process of discussion and negotiation between the Foundation and the partner organisation. Any organisation seeking support is thus advised to submit an outline of the aims and objectives of a project before preparing a detailed proposal.

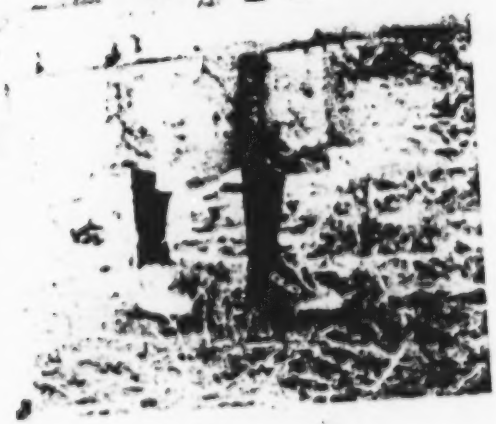
* The Foundation gives preference to the support of projects in countries in which Royal Packaging Industries Van Leer is established.

* The only projects that can be considered for support are those in the area of early childhood development, that involve communities living in disadvantaged circumstances, and that include elements of innovatory practice.

* Grants are not given to individuals or for general support to organisations.

* The Foundation does not provide study, research or travel grants.

* Decisions concerning the funding of major projects are taken by the Board of Trustees of the Foundation. No commitments can be given before such approval by the Board.



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FOUNDATION PUBLI

The following is a selection of Foundation publications and videos. A full list of all the Foundation's publications and videos in English and Spanish is available from the Foundation. Publications are available free of charge in single copies to interested individuals and organisations but charges will be made for multiple copies. Please write to the Communications Section, Bernard van Leer Foundation, PO Box 82334, 2508 EH The Hague, The Netherlands.

Newsletter
The Foundation Newsletter reports on the work of Foundation-supported projects throughout the world and provides information on issues related to early childhood care and education. Published four times a year (January, April, July and October) in English. Copies of back issues are available on request. ISSN 0921-5840. An annual Spanish language compilation of Newsletter items, the *Boletin Informativo*, is also available. ISSN 0921-593X

The Bernard van Leer Foundation
An introductory leaflet about the aims and work of the Foundation. Published in English, Spanish, Portuguese, Dutch, French, German and Italian.

Why children matter: investing in early childhood care and development
Children represent the future. Investing in them and their healthy development has benefits for society as a whole, for parents and families and, of course, for the children themselves. In this publication, the Foundation summarises the evidence and makes the arguments for investing in the early years. Examples of approaches being taken around the world help to explain why investing in early childhood care and development is one of the best ways of building a brighter, better future. Available in English and Spanish. Published June 1994. ISBN 90-6195-027-9

Building on people's strengths
This publication looks at the context in which Africa's children are growing up; it explains why the early years are important for an individual child, for the family and community, and for society as a whole; it discusses the kinds of outcomes that early childhood development (ECD) programmes should be seeking; it differentiates the many actors on the ECD stage and their respective responsibilities; and examines how the costs and effects of ECD programmes can be assessed. Key issues that are highlighted include the holistic development of children, multi-sectoral programmes, and the needs of women and girls. Accompanying the main

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ATIONS AND VIDEOS

text are examples of current ECD approaches in Africa. There are many possible approaches, but the basis must be building on what exists rather than imposing alien solutions. Published 1994, illustrated, 72 pages, ISBN 90-6195-030-9

Introducing evaluation, Willem van der Eyken
This practical introduction to evaluation in early childhood projects is based on the experiences of projects supported by the Foundation in many parts of the world. Aimed at staff of field projects, it offers some general principles and includes an annotated bibliography. Published 1992. Available in English, Spanish and Portuguese. ISBN 90-6195-023-6. (Editions in Hebrew and Arabic will be published during 1995.)

In first person plural, Simcha Salach
Simcha Salach tells the story of the Early Childhood and Family Education Project in Morasha, Israel. However, its special value is that it gives us a unique insight into the personal world of a project coordinator. For those who want to know about inspiring a community into identifying its needs and finding its own ways of meeting them, this book is an invaluable reference. Published 1993. ISBN 90-6195-024-4. The (original) Hebrew version of the book was published by Breirot Publishers, Tel Aviv in December 1993.

Shaping tomorrow, Ruth Cohen
For more than 20 years, Service Volunteered for All (SERVOL) has been listening to the people in communities in Trinidad and Tobago and working with them to transform their society. SERVOL's approach is one which gives people hope for the future. By working with and through local communities, it brings people together for common purposes, such as the establishment of community-run pre-schools, or adolescent skills training courses which focus on encouraging young people to adopt positive attitudes to life, so that eventually whole communities gain the confidence in their abilities to achieve. Published 1991 in English. ISBN 90-6195-021-X

The power to change, Andrew Chetley
The basic ingredients of this book are a small-scale early childhood project in one village which grew to encompass whole communities in the Costa Atlántica region of Colombia; a university with a commitment to the people of the region; and a willingness to listen to and learn from the people of the *barrios*. If there is a lesson to be learned from this experience, it is that development is something that has to be undertaken by people, not done to them. It is a lesson that is relevant to all of us everywhere. Published 1990 in English. ISBN 90-6195-019-8. (Also available in Spanish.)

Paths to empowerment, Ruth Paz
This book traces the development of community education projects which have been supported by the Bernard van Leer Foundation in Israel over a 10-year period. The importance of the community promoter, or para-professional, the woman from the community who learns and leads the others into learning, is highlighted. The book traces the gradual maturation of practices in a variety of projects in different settings, not as a rigid model to be followed but as a compendium of real life experiences and thinking which can be built upon by communities involved in early childhood care and education wherever they are in the world. Published 1990 in English. ISBN 90-6195-018-X

A small awakening: the work of the Bernard van Leer Foundation 1965-1986, Hugh Philp with Andrew Chetley
Based on research undertaken by Professor Hugh Philp, this publication traces the development of the Foundation through its projects and other activities over a 20-year period. From an initial focus on compensatory education, the Foundation's work has evolved, in the light of experience, to its present emphasis on the development of children in the context of their own environments. Published 1988 in English. ISBN 90-6195-015-5

The environment of the child, Terezinha Nunes
(Occasional Paper No 5)
In mid-1992 the Foundation commissioned Dr Terezinha Nunes of the Institute of Education in London, to develop a theoretical framework on the environment of the child. The result is a paper that outlines models of children's socio-cultural environments which could help in the design and evaluation of programmes aimed at improving children's welfare. The paper examines two characteristics of many children's environments – poverty and discrimination – and also includes an extensive review of the literature about the environmental factors which influence children's development. Published 1994 in English and Spanish. ISBN 90-6195-026-0

Studies and Evaluation Papers
A series of Studies and Evaluation papers was launched by the Foundation in mid-1991. It comprises short background documents drawn from field experience and aims to present relevant findings and reflections on work in progress. A list of Studies and Evaluation Papers currently in print can be obtained from the Communications Section at the address given.

Videos from the Foundation

The following videos are available in either the PAL system or the NTSC system on VHS. A small charge to cover costs of copying and postage will be made to organisations outside the Foundation network. Anyone interested in receiving a copy of any of these videos should write to the Communications Section at the Foundation. Please ensure that you specify what video system you use.

The power to change
A 15-year project in Colombia, inspired by the idea that children can provide the springboard for an entire process of community development, has stimulated policies that have been adopted nationally. The video shows the way local women have been trained to set up basic pre-schools, and how local community organisations have begun to take charge of many aspects of development in the villages of Colombia's vast Costa Atlántica region. The 28-minute video, made by Joan Shenton of Meditel for the Foundation, is in colour and is available with an English or Spanish commentary.

Is there life before primary school?
This 16-minute video is a useful introduction to many of the issues faced in improving children's education and development. Based partly on a video prepared for a presentation at the *World Conference on Education for All* held in Thailand in March 1990, it includes scenes from several Foundation-supported projects in different countries. Topics covered include the importance of the early years for a child's development, the key role of parents as children's prime educators, and the valuable contribution which communities can make to early childhood care and education. The video, made by Leo Akkermans for the Foundation, is in colour and is available with an English or a Spanish commentary.

Not only the children
An important element in the development of Kenya's pre-school education system has been the high level of community involvement. Parents in rural areas are involved in building and maintaining school buildings, they tend school gardens to grow vegetables for the children, help raise funds for teachers' salaries, and participate in the development of educational materials. Kenya's National Centre for Early Childhood Education in Nairobi, through its network of District Centres for Early Childhood Education, has been instrumental in encouraging the spread of community-supported pre-schools throughout the country. The video shows scenes from a few of Kenya's diverse cultures where active communities have successfully created and run their own pre-schools. The 36-minute video was made by Leo Akkermans for the Foundation and is in colour. It is available with an English-language commentary.

That calibre of woman
In Ireland, two Foundation-supported projects are operating home visiting programmes. Told mainly through the words of women who undertake regular monthly visits, and mothers (and a father) of young children who are visited, we hear of the worries of young mothers with their new babies and their uncertainties about 'the right thing to do'. From isolated families in the west of Ireland, to crowded housing estates in the capital, Dublin, we see the reassurance, friendship and support which is offered by the visitors. The visitors are remarkable women, all mothers from the same villages and estates as the parents they are visiting, all volunteers with no professional training. In the words of the Director of one of the projects 'Before we began, I didn't think that calibre of woman existed – but I'm very glad to say I was wrong'. The 36-minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

Empowering young refugees
At the end of 1987 there were 20,677 refugees living in Khao I Dang camp near the Cambodian border in Thailand. The video shows the way in which care for the pre-school children is integrated with training programmes for their parents. The mothers are taught weaving and sewing, the fathers make toys and equipment. A 'printery' produces posters and books on paper and on cloth, and training courses are run for child care workers. The video was produced by the Department of Mass Communications, Chulalongkorn University, Bangkok. It is in colour with an English-language commentary and lasts 24 minutes.

A way of thinking
The video is based on the multicultural education project for Saami and Torne Valley Finnish children who live in northern Sweden. It traces the history of these inhabitants, who have lived in and near the Arctic circle for hundreds of generations, and the difficulties they face with the disappearance of their traditional occupations and way of life. Part of the children's education involves them closely with the communities in which they live and the video shows them making excursions to interview people who herd the reindeer, vegetable farmers, and the people who use the nearby river for fishing and transport. The video and the project both demonstrate that

cultural diversity is not a social and educational disadvantage, but instead represents a rich heritage and an educational asset – indeed, a whole way of thinking. The 28-minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

Adela

Adela lives in a village in the Andahuaylas region of the Andes in Peru. The nearest town is six hours away on foot. Because Adela can read and write Spanish, the community chose her to be trained as an *animadora* for the Pronoei – the pre-school set up by the Foundation-supported National Centre for pre-school training in Peru. The video shows Adela going about her daily life: in addition to her work at the Pronoei she cleans, cooks and does the washing for her family and still finds time to visit families of children in the Pronoei. We see the involvement of the community in the work of the Pronoei itself and in activities designed to improve the quality of life for the village as a whole. The 24-minute video, made by Jean-Michel Rodrigo, is in colour and available with English, Spanish or French commentary.

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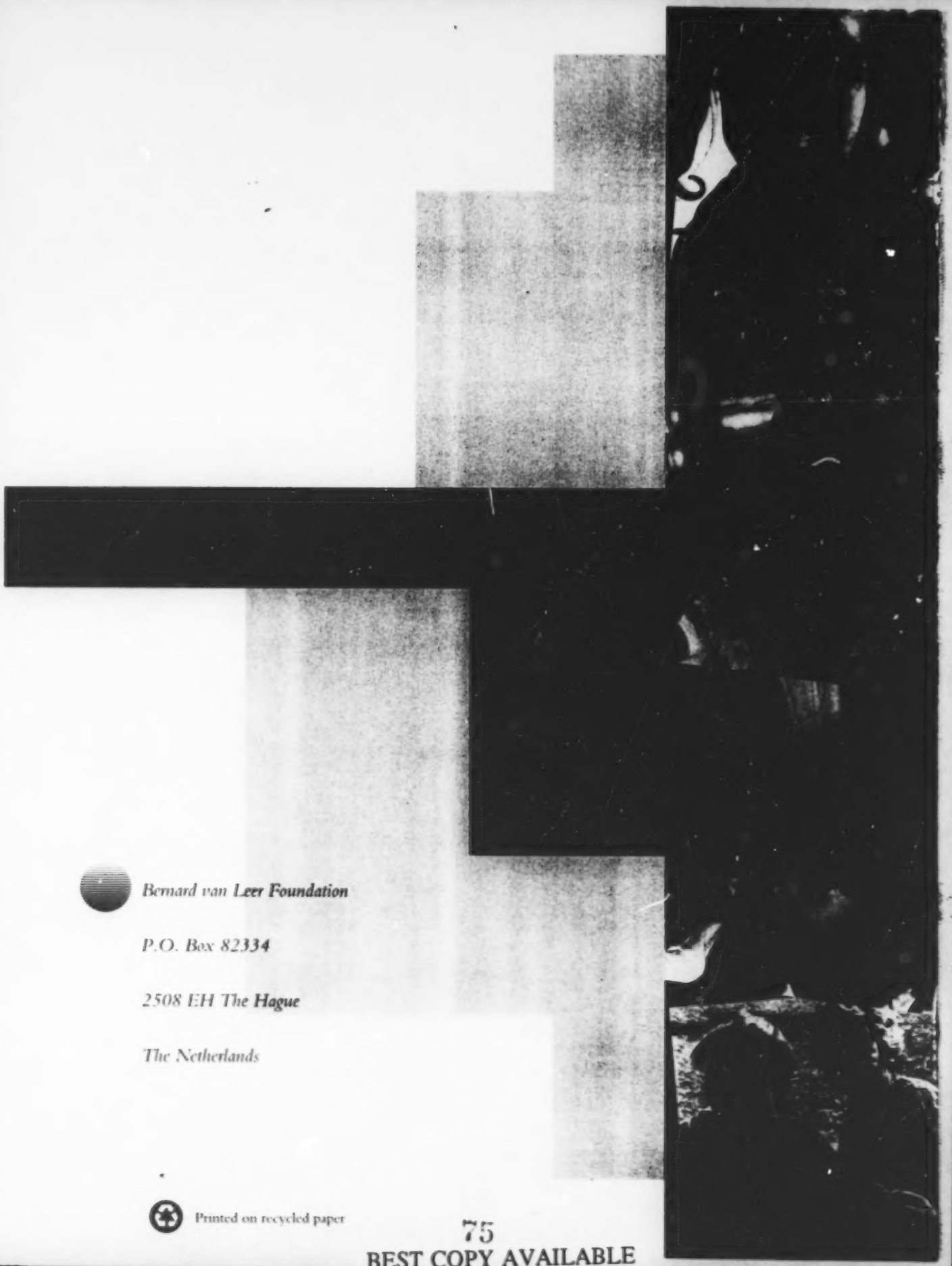

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